



# **A CRITICAL EVALUATION OF ORGANISATION, ADMINISTRATION AND FACILITIES OF U.P. SPORTS DIRECTORATE**

## **ABSTRACT**

**THESIS SUBMITTED FOR THE AWARD OF THE DEGREE OF**

**Doctor of Philosophy**

**IN**

**Physical Education**

**BY**

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**Under the Supervision of**

**Dr. Jaowad Ali**

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**DEPARTMENT OF PHYSICAL HEALTH AND  
SPORTS EDUCATION**

**ALIGARH MUSLIM UNIVERSITY  
ALIGARH (INDIA)**

**2005**

## **ABSTRACT**

Early in the 20<sup>th</sup> century, people developed more consciousness of the need for fitness with growing interest in indigenous sports, games and youth development programmes. It became popular to such an extent that the alien government came to look upon some of them with interest. In many states organized sports and physical activities began to find a place whenever schemes of modification in sports were adopted. Efforts have since then been directed to improve the quantity and quality of sports at every level – elementary, secondary and university – and to introduce and strengthen the sports infrastructure. The national task of sports reconstruction thus came to be undertaken under the joint responsibility of the Central and State Governments, as partners in the national effort. The Central Government launched different schemes and established numerous institutions for the promotion of sports in the country. To boost the national task of sports reconstruction, state governments also keenly ventured to develop sports infrastructure in their states. Keeping this in mind, the Uttar Pradesh Sports Directorate was founded in the

year 1974-75 which is exclusively responsible for the development of sports in the state.

Since its inception, the U.P. Sports Directorate have been implementing various plans and schemes in terms of development of required sports infrastructure and coaching facilities. The department have made appointment of 782 officials at different levels including district, regional and state levels on which more than Rs. 11.00 crores is being spend, annually. The department have 01 Director, 04 Deputy Directors, 09 Regional Sports Officers, 50 Sports Officers, 47 Deputy Sports Officers and 332 Honorary Coaches.

The present study was designed to critically examine the organizational structure, administrative framework and facilities provided by the U.P. Sports Directorate in the state. The main objectives of the present study were: (1) to examine the various aspects of organizational set-up, (2) to assess the administrative framework and (3) to evaluate the facilities provided by U.P. Sports Directorate in the state.

The subjects for the present study were the administrators, coaches and sportspersons randomly recruited from the U.P. Sports Directorate, Regional Sports Centers, sports hostels, sports colleges and various coaching centers run by the U.P. Sports Directorate. The total samples for the present investigation was 300 subjects. Modified version of popular tools developed by Prasad (1993) for Administrators Coaches and players were used for the collection of data. The data thus obtained were analyzed using 't' test followed by '*Kruskal-Wallis*' one-way analysis of variance.

The main findings of the present study have been presented hereunder:

1. The performance of sports hostel players in proportion to the facilities available to them was found much better than the performance of their counterpart sports college players and the players trained at other coaching centers run by the U.P. Sports Directorate.
2. The result also revealed that only a few senior administrators were consulted while the sports policies were framed.

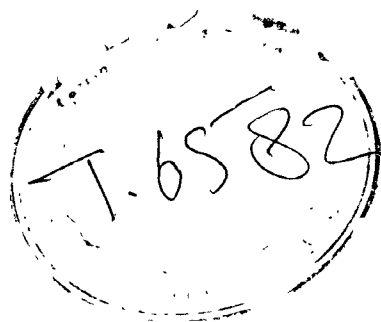
3. The result indicates that there existed a discrepancy between senior administrators and junior administrators on the present promotion policy of U.P. Sports Directorate.
4. One of the findings suggest that the U.P. Sports Directorate does not call meetings of administrators frequently to set different objectives.
5. It is also observed that the U.P. Sports Directorate does not have proper system of evaluation of coaches and administrators. The evaluation of their performance merely depends on the success and failure of their players and teams.
6. Results indicate that only senior administrators have the feeling of satisfaction with regard to their jobs.
7. The result revealed that the coaches who were imparting coaching at non-residential centers were not serious about monitoring the progress in the performance of their trainees, time to time.
8. The result indicates that the residential sportspersons received strong encouragement from their parents.

9. The result also suggests that administrators, coaches and players were satisfied with the playing facilities and sports infrastructure provided by U.P. Sports Directorate.

Findings of the present study have led to the following conclusions.

1. The U.P. Sports Directorate have the largest playing facilities and sports infrastructure to promote and develop sports in the state. But, it appears that there was lack of proper maintenance of indoor halls, swimming pools, gymnasiums and play fields.
2. Their found to be the want of scientific support in the process of coaching. The services of other experts like physiotherapists, sport physicians, sport psychologists, and dieticians, etc. were not made available to the players. Most of the coaches were using conservative methods of coaching. Only the sports hostel coaches were found result oriented.

3. The frequency of meetings of administrators with an aim to frame the new policies in order to meet the requirements and face the challenges for sports advancement was quite meagre.
4. There were no set rule and pattern of evaluation to gauge the efficiency of administrators and coaches existed in the U.P. Sports Directorate.



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### CERTIFICATE

This is to certify that the thesis entitled, "*A Critical Evaluation of Organisation, Administration and Facilities of U.P. Sports Directorate*" embodies the empirical investigation carried out by **Mr. Merajuddin Faridi** for the degree of Doctor of Philosophy in Physical Education under my supervision. The thesis is an original contribution and adds substantially to the existing domain of knowledge in the field of Physical Education. The thesis is fit for submission to the examiners for evaluation.

(Dr. Jaowad Ali)

Supervisor

## ACKNOWLEDGEMENT

First and foremost I would like to pay my obeisance and gratitude to “*Allah Almighty*”, the faith in Whom helped me always.

It gives me immense pleasure to express my heart felt gratitude, indebtedness and humble regards to my esteemed teacher and supervisor **Dr. Jaowad Ali**, Reader & Chairman, Department of Physical Health and Sports Education. It is indeed a matter of great pride and experience without comparison to have had the privilege of working under his ceaseless and untiring guidance. The present work has culminated due his expert supervision, meticulous guidance and encouragement and most of all, his zest for perfection and ability to solve each and every problem that cropped up during the completion of this work. His immense knowledge and constant help irrespective of how busy his schedule was proved instrumental in completion of this endeavor.

Words are inadequate to express my gratitude to **Prof. Akbar Husain**, Professor and Chairman, Department of Psychology, who is an excellent academician and teacher, for his timely suggestions, inspiration and profound encouragement for betterment, which has been a driving force for me to perform this work.

I also take this opportunity to give my special thanks to my friends Mr. Afroz Alam, Research Scholar, Department of Political Science, Mr. Faisal Khan and Mr. Imtyaz Ahmad, Research Scholars, Department of Statistics, for helping me throughout the work and for their support at every stage and whenever I needed them.

Words are insufficient to express my sincere thanks to my Aunty for her prayers, support and encouragement. I also express my deep sense of regard and gratitude to my brother and sister whose prayers and support are always with me and have provided me all the facilities whenever needed. The credit of whatever I do in my life will always go to them.

I owe special thanks to the non-teaching staff of my department, who extended all sorts of help and support to me throughout the process of completing this work.

I am thankful to a large number of executives, coaches and players particularly those operating under U.P. Sports Directorate and accepted my request to respond my questionnaire. Their valuable help enabled me to collect much of the information used in the text.

Last but not the least, I express my special thanks to Mr. Imran Khan & Tauseefullah Khan of Maqbool Services for typing and formatting this work so efficiently.

A handwritten signature in black ink, written diagonally. The signature appears to be 'Merajuddin Faridi' in a cursive script.

(Merajuddin Faridi)

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# *Chapter-1*

## *Introduction*

# INTRODUCTION

## **Brief History of Sport and Physical Activity**

In primitive society, physical activity was mainly directed to fulfill the basic needs of food and shelter. Hunting, fishing, woodcutting and the like strenuous activity were rigorously practiced by pre-historic men and women who were good hunters, fishers and food gatherers for initially followed by living a nomadic or semi-nomadic life. Survival was their main concern, which was dependent on their skills of hunting and fishing in order to fetch their daily sustenance. Children would be taught at an early age the techniques necessary to track and kill the various animals in their environment. These skills would be practiced in game-like situations, such as throwing for accuracy and distance. Adults would also maintain their skills through such activities, and hence the physical exercises were the felt need of the people.

From time immemorial, games and sports have been an integral part of human society. Fitness was considered essential for survival in their struggle for existence, including the capacity for protecting against enemies. Set exercises, combative activities, endurance training, defensive and offensive arts and the like have been practiced from ancient times to prepare youth for the defense of the

country and for developing and ensuring loyalty to the society. Sports have been used by all civilized societies for many ages to safeguard the health and wellness, and ensure the all round development of the individuals and the groups.

The nineteenth century has been labeled for early development in society. It is even more remarkable when viewed as a period of development in sport. It gradually but steadily changed from loosely organized games having many local variations to standardized sports with widely recognized rules and international bodies. In these years sports & games have become highly competitive. The contemporary developed society considered medal tally of Olympics as the yardstick to measure the prosperity and development of a country. During this period sports not only served to measure the development of physical fitness, techno-tactical abilities and the way of recreation but also seems to be the vehicle of socialization. Athletes carry the message of brotherhood, goodwill and friendship across the globe. Standardization of sports occurred owing to the steady socio-economic growth of the society wherein wealth, transportation and communication played a pivotal role. The emerging third world provided the framework for such development.

When sports became standardized and institutionalized, rules regulating its conduct became essential. Federations and Association



were formed to enforce rules, standards of competition were set, and sports were promoted for both participants and spectators. Championships were introduced, practice for the maintenance of records initiated and traditions and rituals were fabricated to follow by the participants, organizers and the audience, universally.

As society changes so does sport. Games in the early years were local and informal, the rules were simple and changing according to the number of participants. As cities grew, club formed and interclub competitions begun. Eventually cities used to play against other cities as transportation developed, and as steamboats and railways reduced the time to travel long distances. Finally, regional, national and international competitions started and corresponding governing bodies were formed. All these developments took time, and occurred as cities reached a certain stage of development, and invention occurred to make these improvements possible.

### **Significance of Sports in the Society**

Howell (1994) has also pointed out that “Sport has a very prominent role in modern society. It is important to an individual, a group, and a nation – indeed the world. There are, for example, more nations competing in the Olympic games than they are participating in United Nations deliberations”. Throughout the world sports has a

popular appeal among people of all ages and both sexes. Sports competitions offer us heroes and heroines – ideal people that we can look up to, and achievements that we can marvel at. For many youth, the sports stars are better known than the leading politicians of a country.

The sports activities have all the more become an essential part of the modern push button civilization. Numerous researchers have revealed that most of the diseases were caused due to the physical inactivity. Thus, it has become necessary by every human being irrespective to one's age and sex to follow a routine schedule of physical activities to maintain the optimum level of health and vigour to effectively discharge the routine works on one hand and also to have some surplus energy which could be utilized towards the growth and development of the society. It has been noticed that a sense of well-being has been prevailed and the present day society has become more health conscious when compared to the earlier generation. A larger part of the society practice sports for the sake of health, physical fitness and mental poise. Whereas those who wanted to excel in any sporting event at national and international level, have to follow a more strenuous and scientifically designed training schedule for a prolonged period of time to reach at the peak of their performance.

In view of increasing value of sports in the society, a systematic approach to train the athletes for higher performance and provide them exposure in competition was realized with the result that various associations, federations, committees, and organizations came into existence. The revival of modern Olympic games in Athens in 1896 provided a befitting climax when sports began to assume the central role in the cultures of all the countries. The Supreme body to control, co-ordinate and monitor the modern Olympic games, the International Olympic Committee came into existence in 1894 with its permanent headquarter in Lausanne, Switzerland. The federation International de Football Association (FIFA) was formed in 1904, the formation of Imperial Cricket Conference (ICC) in 1909, the federation International de Hockey (FIH) was formed on 7<sup>th</sup> Jan 1924 with its headquarter at Vienna (Austria) and International Badminton Federation was formed in 1934. The Asian Games Federation was formed in New Delhi in 1949. Like Olympic games, the Asian Games are also held on the pattern of the Olympics every four years, and the countries affiliated have to be Asian Countries. The formation of these bodies gave birth to highly organized sports competitions both at international and national levels.

## **Historical Antecedents: An Indian Perspective**

Although the modern Olympic games were started in 1896, India took part in Olympics first time in 1928. It is proud to mention that India began its debut with a crowning glory while it excelled in the game of field Hockey and won the hockey gold medal in 1928 Olympics at Amsterdam. Thereafter till 1956 India remained Olympic champion in field hockey except in 1940 and 1944 when the Olympics were not held due to the Second World War. India lost in 1960 at Rome Olympics to its neighbour Pakistan and finished runners-up. But it again regained hockey title in 1964 Olympics at Tokyo defeating Pakistan. Thereafter a gradual deterioration in the performance of Indian hockey in Olympics started. It is noteworthy that in 1980 again India emerged winner in hockey at Moscow Olympics. In the history of World Cup hockey India has a credit of becoming world champion only once in 1975 at Kuala Lumpur, Malaysia. Thus, India won 8 times gold medal in the game of men's hockey at Olympics of that six times consecutively in a row from 1928 to 1956 which seems to be difficult to be equalled by any other country in near foreseeable future (Hendricks, 1988; Singh, 1972; DeMellow, 1980; Babu, 1981). It has always remained a matter of concern that except field hockey, India could not do much in other sports in Olympics. Only a few individual athletes namely K. Malleshwari in Weightlifting, Leander Paes in Tennis and Maj.

Rajyavardhan Singh Rathor in Shooting could succeed in winning Medals for the country.

Wakherker (1989) observed “Prior to independence, promotion of sports and games in our country was mainly a responsibility of educational institution and private organizations”. These organization such as Vyayamshalas, Sports Clubs, Krida Mandals and federations like Indian Hockey Federations in 1928, Indian Football Federation in 1937, Amateur Athletic Association of India in 1944, Board of Control for Cricket in India in 1928. Indian Olympic Committee was formed in 1927 for ensuing the participation of Indian contingent to Olympic games. However, after independence a large number of sports organizations established in our country which helped to promote sports and facilitate the sports persons such as School Games Federation of India in 1955. Volleyball Federation of India in 1951, Basketball Federation of India in 1950. Established in 1984, the Sports Authority of India initiated a number of schemes for the promotion of sports in the country. One of the important schemes, namely, “National Coaching Scheme” is meant to broad base sports as well as to provide training to elite sports persons for competing with excellence at International level. The Sports Authority of India is also responsible to ensure the development of sports games and to provide required infrastructure to facilitate the

sports persons of the country. Singh (1998) conducted a comprehensive study of administration, facilities and working of National Institute of Sports and concluded "The institute made a significant contribution to the development of sports by starting the different schemes and courses in sports coaching". Following the footprints of Sports Authority of India, state governments also came forward to groom and shape its athletes leading to their performance at national and international levels.

In the year 1955-56, Sports Council was setup for the development of sports in U.P. Subsequently to speed up the overall development of sports in the state U.P. Sports Directorate was established in the year 1974-75. Since then U.P. Sports Directorate has been implementing different plans for the development of required infrastructure, coaching facilities for creating a conducive environment for performance of athletes of the state and to develop required infrastructure and training facilities. The scheme of Sports Hostels and Sports Colleges were launched wherein the selected potential boys and girls have been given training/coaching under the supervision of expert coaches and sports scientist. The department has made appointment of 782 officials at different levels including district regional and state levels on which more than Rs. 11.00 crores is being spent annually. Besides, officials of the State Government

the services of 62 coaches deputed by the Sports Authority of India are also being taken. The department has 01 Director, 04 Deputy Directors, 09 Regional Sports Officers, 50 Sports Officers, 47 Deputy Sports Officers, and 332 Honorary Coaches. Following programmes are conducted by the department:

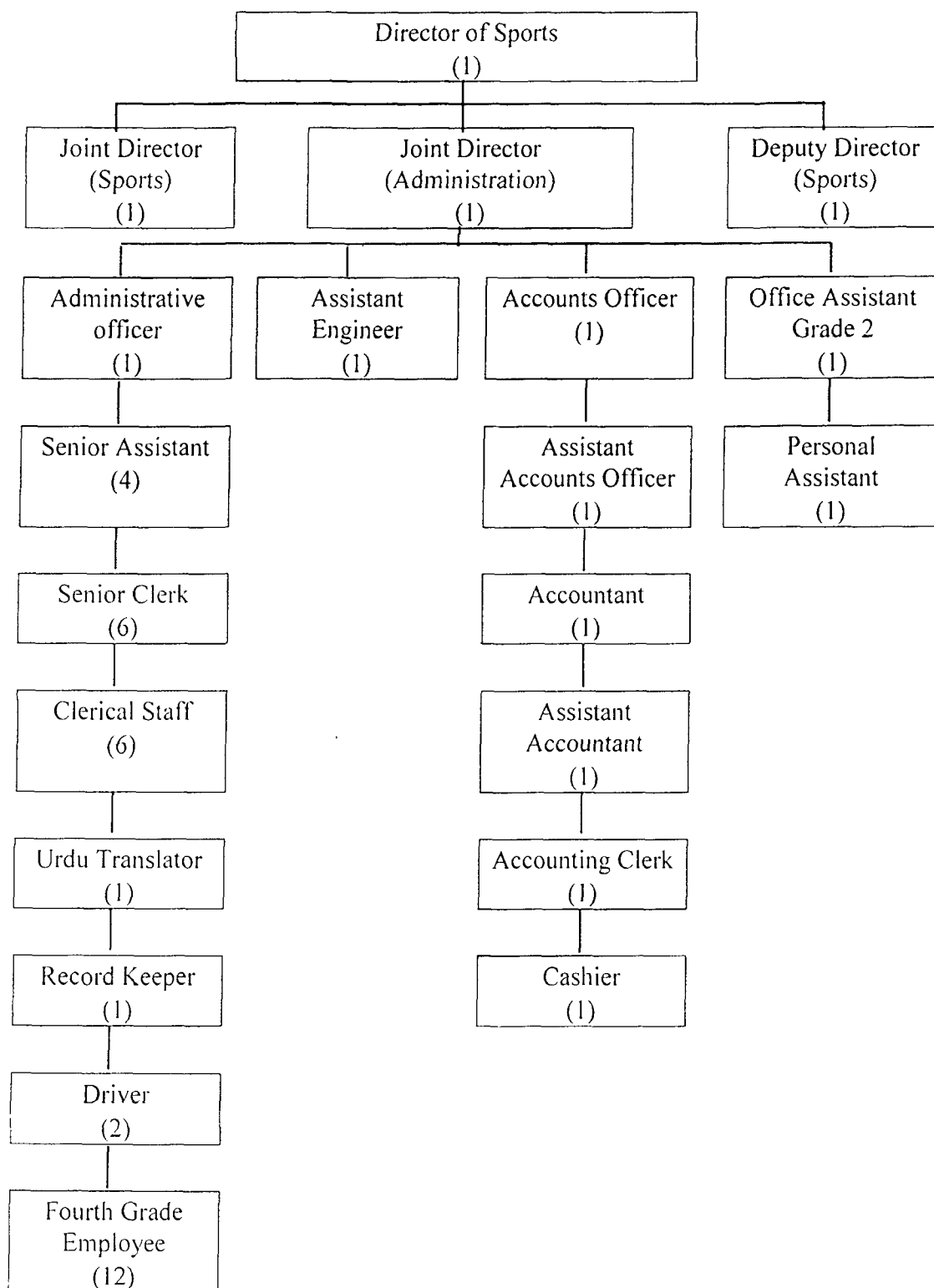
- Organization of Coaching Camps
- Organizing Tournaments.
- Management of Residential Sports Hostels/Sports Colleges.
- Construction and development of Sports Infrastructure.
- Financial Assistance to State Sports Associations and Clubs.
- Prizes and incentives to Ist Three International / National Tournament winners.
- Lakshman Awards and Rani Laxhmi Bai Awards to the outstanding sports person

The main focus of the U.P. Sports Directorate is on ensuring mass participation of boys and girls in sports activities and at the same time to see that sports talent is nurtured properly so that they may achieve a place of honour in the international competitions.

The detailed information with regard to the organizational set-up of U.P. Sports Directorate at different levels has been presented at a glance in the following tables:

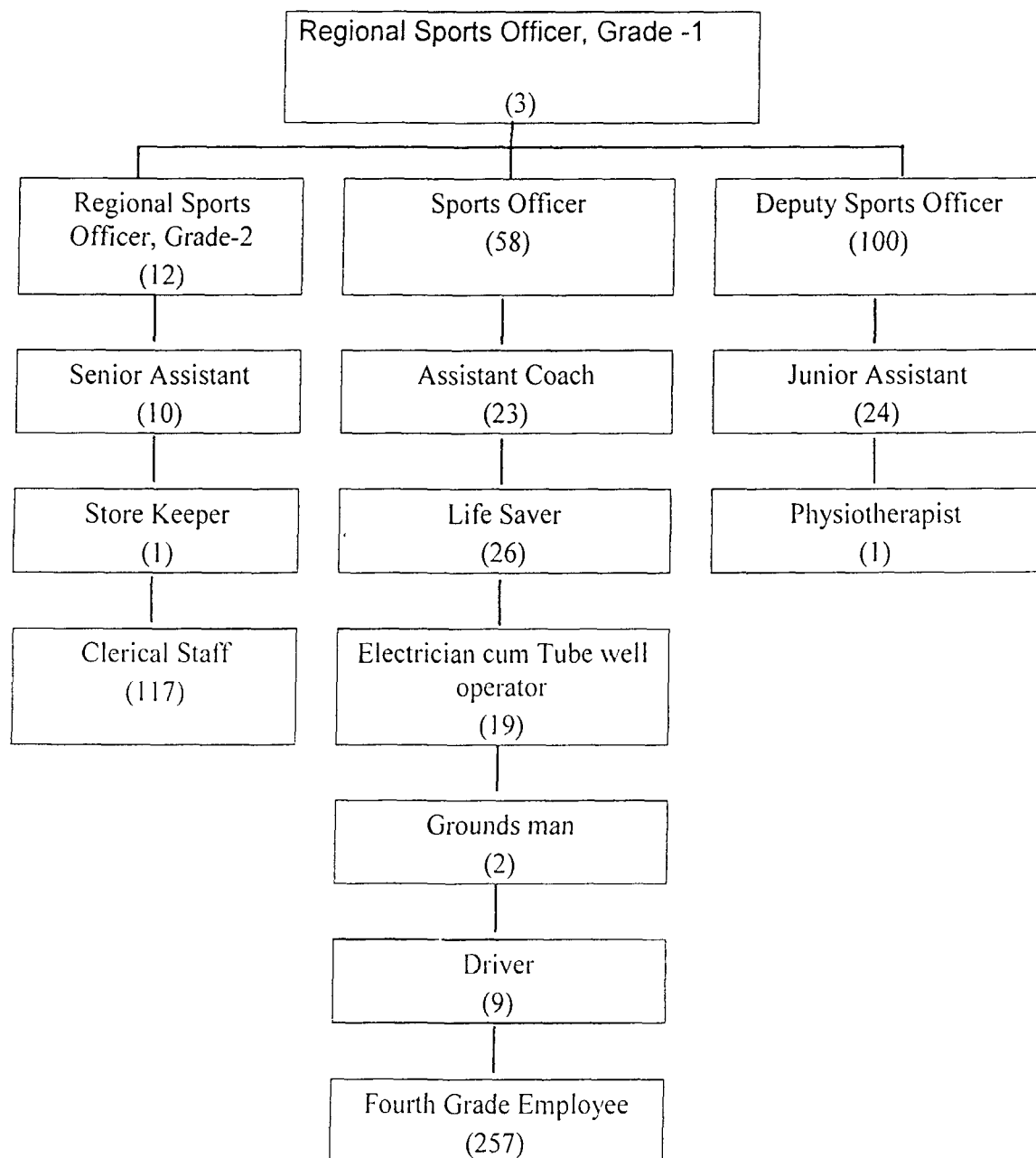
**TABLE-1: ORGANIZATIONAL STRUCTURE OF U.P. SPORTS  
DIRECTORATE**

**AT  
DIRECTORATE LEVEL**





**TABLE-2: ORGANIZATIONAL STRUCTURE OF U.P. SPORTS  
DIRECTORATE  
AT  
REGIONAL / DISTRICT LEVEL**



The prominent schemes of U.P. Sports Directorate have been presented in the following pages:

### **THE SCHEME OF RESIDENTIAL SPORTS HOSTELS**

This is most important scheme of the department. Under this scheme potential players on the basis of their capabilities are selected from various districts and regions by a committee of experts in different games and sports and are trained for 21 days during special central coaching camps. The committee of experts finally selects outstanding players who are provided boarding, lodging, education, medical aid, sports kits and clothing free of cost. Approximately rupees thirty one thousand are spend on each student annually towards these facilities. The name of the game, gender and district wise strength of selected trainees is given in the following table-3.

**TABLE-3**

S. No.	Name of Sports	Group	Place	No. Of Students
01.	Athletics	Boys	Allahabad	30
		Boys	Meerut	29
		Girls	Lucknow	09
02.	Boxing	Boys	Jhansi	13
03.	Cricket	Boys	Kanpur	25
		Boys	Gomtinagar	25
		Boys	Lucknow	-
04.	Football	Boys	Varanasi	22
05.	Gymnastics	Boys	Agra	10
		Girls	Lucknow	08
06.	Hockey	Boys	Varanasi	24
		Boys	Lucknow	20
		Girls	Lucknow	20
07.	Swimming	Boys	Bareilly	20
08.	Volleyball	Boys	Mayo Hall	15
		Boys	Allahabad	
		Boys	Faizabad	15
		Boys	Banda	15
		Girls	Lucknow	15
09.	Wrestling	Boys	Gorakhpur	18
		Boys	Meerut	18
			<b>TOTAL</b>	<b>370</b>

**SPORTS COLLEGES**

After residential sports hostels it is the next very important scheme of the department to promote sports by providing special coaching to the children. The state government has established two sports colleges that are autonomous institutions running on government's grant. Of these one is Guru Govind Singh Sports College, Lucknow and the other is Veer Bahadur Singh Sports College, Gorakhpur. These are residential colleges meant for the

boys or wherein the boys from class VI<sup>th</sup> to X<sup>th</sup> are provided free education and training in chosen sports for attaining excellence in games/ sports. In these two colleges about 560 sports persons are being trained in different disciplines by expert coaches besides formal education. Both are residential colleges.

#### **Guru Govind Singh Sports College, Lucknow**

This college was established in 1975 and has 153 acres of area. It is situated at Kursi Road, Lucknow and claimed to be the first Sports College of the state of UP. In this college, the boys between the ages of 12 to 15 years are admitted after getting selected by the panel of experts. All the selected boys receive intensive coaching to excel in the chosen sports discipline and receive formal education with the aim to make them good citizens. Sports wise allocations of seats has been depicted in table-4 below:

**TABLE-4**

S. No.	Name of Sports	No. Of the Student
01	Athletics	75
02	Hockey	55
03	Football	55
04	Volleyball	50
05	Cricket	55
06	Lawn Tennis	15
07	Badminton	15

## **Veer Bahadur Singh Sports College, Gorakhpur**

The government of Uttar Pradesh established a sports college in the eastern part of state at Gorakhpur in the year 1989-99. Similarly it is also a residential institution and all its expenditures are borne by the state government. In this sports college, students pursue the regular syllabus prescribed by the UP Board of Secondary Education for classes VI to X. Also in this college, admissions are made on the basis of sports in phase manner at District, Regional and finally at State level. Sports wise allocations of seats are shown in the following table-5.

**TABLE-5**

S. No.	Games	Players		Particulars
		Boys	Girls	
01	Gymnastics	55	28	60 Boys/ Girls admitted in Class VI every year
02	Volleyball	57	34	
03	Wrestling	49	-	

## **Definitions and Explanation of the Terms**

Systematic organization and able administration is the key to lead an institution to the path of success. Sport is an activity-based programme that requires appropriate facilities. The performance in

sports is intimately related to the quality of facilities provided to the sports persons. It immensely contributes the athletes to accomplish their goals.

**Nature of Organization:** One of the characteristics of our modern-way of life is the great prevalence of organization. Although organizations have existed for thousand of years, only in recent decades have they multiplied with such spectacular speed. We have only to contrast the living conditions of today with those of a century ago to appreciate how greatly our lives are influenced by organizations. Whenever one turn, there are organizations of varying sizes and purposes.

Louis, (1989) pointed out that Organization is “the process of identifying and grouping work to be performed, defining and delegating responsibility and authority and establishing relationship for the purpose of enabling people to work most effectively together in accomplishing objectives”. Organizations are created when a group of people comes together to accomplish certain objectives that as individuals they could not do for themselves or could not do as well. It is immediately apparent that such organizations as schools. Banks, hospitals, and governmental departments can render a quality of service that could never be offered by individuals working

independently. Thus, Organization is coordinated efforts of the different individuals working in an institution to achieve its goal. Man is born troublemaker. Every human being is different from others as regards his values, beliefs, intellect, likes and dislikes. No Institution can allow the individuals working in it to behave and work in their own way, because it will not only upset the work but may uproot the institution.

The term organization means different things to different people. It is the structural framework of duties and responsibilities required of the personnel in performing various functions within the institution. It is essentially a mechanism for carrying out the functions necessary to achieve desired goals. According to Koontz and O'Donnell (1984) "organization is a structural relationship by which an institution is bound together and the framework in which individual effort is coordinated". It integrates the various jobs of the institutions into an effective organization system for accomplishing the institution's objectives George Jr. (1979).

Moreover, an organization consists not only of relationships, but of people and objectives as well. As a structure, organization has the following features.

1. **Two or More person** An organization is a system of cooperative relationships of two or more persons.

2. **Common Objectives** An organization exists to achieve some common objectives.
3. **Division of work** The total work of the organization is divided among different persons to improve the efficiency of work.
4. **Communication** People who form the organization are in position to communicate with each other.
5. **Cooperative Efforts** The members of an organization are willing to cooperate with each other for achievement of common objectives.
6. **Rules and Regulations** It lays down the formal structure of the organization. They define the authority and responsibility.

Effective organization is the means to achieve the objectives of the institution. It is the basic function of management. Organization makes the proper arrangements of the requisite resources and ensures its most useful and efficient application. It provides right direction to the efforts of individuals and groups. The organizational structure results in the proper, balanced, coordinated and controlled development of the institution. It is the only means to achieve the maximum objective of institutions. In the words of Terry (1994) "Organization is the structural framework within which the various efforts are co-ordinated and related to each other". Organization can



be simple or elaborate depending on the size and magnitude of the undertaking. Where the job on hand covers a single institution of moderate size, the organization will be simple and perhaps fully managed and controlled by a single individual. When the institution is large, where a large number of people are to be cared for; and large funds are available, more persons will have to share the work; and the organization becomes more elaborate. When many departments, of a state are involved, the organization becomes very elaborate and complex, and the duties will have to be shared by many persons in a properly coordinated manner.

It will neither be possible nor desired to setup a rigid pattern of organization to be followed by several or even one institution. Organization must be functional. It must be different from institution to institution and from place to place, since conditions in two places are likely to be identical, even in the same institution a scheme of organization has enough scope for improvement from time to time.

## **ADMINISTRATION**

Administration is an ancient human activity. It probably had its origin when two primitive men learned while trying to lift a heavy log that it was better for one to give a signal so that they could lift simultaneously. The need of an administrator become apparent when

primitive men started to congregate into groups and to engage in projects too large for one person to accomplish. Building and operating the world's earliest armies, governments, empires and other complex institutions required organization and their administrators.

All organizations, including sports organization, must have some type of machinery to help them run smoothly and effectively, and to organize and execute their affairs so that the goals for which they have been created are achieved. This machinery is administration; it is the framework of the organization. The quality of the sports program in an institution depends more upon the administration than any other factor. It is true that what can be accomplished is dependent on the facilities, equipment, personnel and time allotment available; but in any given situation, a good administrator produces a substantially better program than a poor one. The importance of administration in general is well expressed by a simple statement by Massie and Douglas (1977) who contended that "Administrators are people who are primarily responsible for seeing to it that work gets done in an organization". Williams and others (1998) advanced another significant definition: "Administration means providing the constructive leadership that plans and maintains

the program and that enables the program to function effectively in accomplishing the established and worthwhile goals". Administration is concerned with achievement, with getting things done, with progress and change. An administrator must learn to act wisely in specific situations. Administrators must learn to make decisions, communicate, cope with change and build morale. In broader sense the administration is the part of any institution, which is concerned with organization, management, regulation, and control of personnel and materials so that they function smoothly, efficiently and effectively as an integral whole in achieving the desired goals. The importance of administration has been spelled out by Sukeya (1985) "Administration is a source by which an organization whether it is administrative or communal, educational or industrial is organized smoothly in a phased manner. Thus, administration is related to a group of personnel and their integrated activities working directly or indirectly in an organization or institution".

The administrator achieves the goal of a department to the extent that he or she is familiar with the recommended standards and practices in all aspects of the program and can obtain optimal performance from all of the personnel. The person who aspires to become an administrator need a variety of qualifications, which

include integrity, ability to make decisions, willingness to accept responsibility, intellectual capacity, ability to communicate, an understanding of administrative techniques and the ability to instill group loyalties. The function of an administrator naturally includes duties, which involve planning the programme, carrying it out and measuring the achievements. The administrator must take into account the factors that promote cooperation, good human relation, and the fallacy of final authority, staff moral, personnel management, decision-making, supervision, and communication. An ideal administrator must follow some principles for efficient administration. These principles are:

- (1) Administrative procedures must be consistent with a sound social philosophy and philosophy of education.
- (2) Administration must propose and support a definite statement of policies and aims.
- (3) The means, procedures, and routine, which are set up by administration, should be based largely on tested knowledge.
- (4) Administration must set up a plan of organization that provides clear and direct lines of control and responsibility.
- (5) The means of appraisal and evaluation of the results of accepted policies and practices must be provided by administration.

- (6) Administration should make changes in old ideas and procedures when such changes are indicated by adequate evidence.
- (7) Administration must provide for cooperative efforts and growth of all persons engaged in carrying out the programme.
- (8) Administration should bring about the coordination and integration of the activities of pupils and other individuals and organization.

The interpretation of sports to the general public and to the members of organizational body must be accomplished by administration. It is often noticed with utmost concern that despite excellent resources many sports departments are considered weak because of the poor administration. Likewise, many departments that have inadequate facilities, equipments, and manpower do surprisingly well merely because of the ability of their administrators. It has been advocated that it is the administrator who makes the difference between a successful and unsuccessful program.

### **Sports Facilities**

Managing sports programs successfully requires a basic knowledge of managing a sport facility. Facilities are those whereon sport occurs. The facilities for sports obviously set the goal as to what can be achieved and how it will be achieved. In contemporary

sports it has become all the more essential to have appropriate facilities and equipments so that experts can groom sportspersons to achieve the full range of benefits to accomplish their goals.

Sport is an activity-based programme that needs highly sophisticated material and equipments. The performance in sports is directly related to the quality of facilities provided to the athletes. The creation of new facilities and maintenance of existing facilities are challenging task before the administrators. Ironically the financial constraints further add to the miseries of the administrators. The financial resources are often the foundation for a successful facility. The provision of minimum facilities is the responsibility of the administrator if one is really interested in attracting maximum number of youth into competitive sports. The facilities for sports refer to conditions of playgrounds, gymnasium, swimming pool, and the needed equipments to conduct the activities.

It must be borne in mind that in the process of planning facilities, certain objectives have to be chalked out which should be very precise and clear to cater to the needs of the organization. These objectives are outlined as under:

- (1) The first and foremost objective is whether a plan is designed to cater to high performance sports and performers or for use of general population or both.
- (2) The second objective could be whether there is need for additional facilities to be created or the existing one to be improved.
- (3) The third objective in facility planning is whether it should deal with construction of new facilities, improve management or other relevant areas, such as coaching personnel or combination of all these.
- (4) Fourth important objective to be included in the proposal is to draw the line of specific sports to be covered in the geographical condition in which the facilities will come up and types of users for which the plan is designed.

While developing and improving certain facilities for sports, the planner should seriously consider certain external factors, which may affect the plan. These factors could be:

- (A) Climate and geography, particularly for the outdoor sports and recreation facilities.
- (B) Political priorities, for instance binding for national and international competition etc.

- (C) The resources available – financial, human, material and facility resources.
- (D) Demographical factors including the size and distribution of population, cultural background, ethnic groupings etc.
- (E) National resources and their availability for sports.
- (F) Other policy goals, opportunities and constraints, for example, health, planning, agriculture diversification etc.
- (G) The existing framework of national, regional and local plans.

### **Evaluation: Concept and Definition**

Neilson and Jensen (1972) suggest that “Evaluation is a process of determining the status of something and of relating that status to some standard in order to make a value judgment”.

“Evaluation is defined as the process of assessing the degree to which the organization as a whole and various units and individuals have accomplished what they set out to do” Chelladurai (1985). Administrators are responsible for measuring the effectiveness of the overall organization, parts or units of the organization, or individual performances within the organization. It is wise to conduct several types of evaluations. It is also important that program supervisors (middle management) and other front-line employees and clients be questioned regarding issues surrounding a particular organization.



Evaluation is a major responsibility of the administrator. The need of evaluation is present in any viable, dynamic organization. For only when results are measured against original purposes or stated goals, when the administrator is able to judge progress. With the resources at his or her command one is expected to accomplish the objectives for which the organization was created. The administrator's goal is the greatest possible accomplishment of the organization's objectives. This requires the maximum contribution of all staff members. It is imperative that the sports administrator evaluates the achievements of staff members individually and collectively to determine how successful they have been and how their future efforts may be improved. The importance of evaluation in an sports institution is aptly expressed by Willams (1964) "Occasionally an administrator contends that the practical affairs of his work leave no time for attention to evaluation. In a sense evaluation is like book-keeping in business; it indicates direction, and shows degrees of accomplishment".

The purposes of evaluation may be enlisted as:

- (1) To determine the extent to which the objectives of an organization are being accomplished.

- (2) To provide evidence demonstrating the worth and contributions of an organization.
- (3) To determine how the total program compares to recommended standards.
- (4) To ascertain the effectiveness of each staff member.
- (5) To obtain a basis for the periodic rating of faculty members and recommendations for tenure, promotions, and merit salary increases.
- (6) To determine whether all operations are proceeding according to plan, to correct weaknesses and inadequacies, and to provide a check on personal administrative performance.

For an organization, evaluation is a continuous process. Decisions such as those involving personnel or budget may be made only once a year but they are based upon judgments that extend over many months. As the administrator carries out responsibilities he or she is constantly making appraisals of every aspect of the operations. This is a desirable situation because evaluations that are based upon many impressions made over an extended period of time are apt to be sounder than those are hastily made.

To promote sports consciousness and participation among masses many extensive efforts are being made by Central and State Governments. The Government has recognized the right of every citizen to participate in and enjoy games, sports and recreational activities. The objectives behind this policy are three fold.

First, to inculcate sports and health consciousness and to makes the nation healthy and strong.

Second, to raises the standard of games and sports and in the process earn a place of pride in International Sports competitions.

Third, to provides all the necessary facilities and infrastructure, which are essential for creating sports consciousness and sports promotion of the standards of performance in games and sports. In order to have effective programmes of sports at different levels, it is important to find out what kind of facilities, organization and administration exist for sports at different levels and to look for the launch, if any, the kind of changes that may be required in order to improve the functioning and performance of the sports programs.

Since inception of U.P. Sports Directorate, no one has ever tried to assess its status of facilities, organization and administration of the Directorate. Therefore, the present investigation is a sincere

effort for making an evaluation with regard to the existing facilities administration and organization of U.P. Sports Directorate.

### **Statement of the Problem**

The present study is an attempt to assess all the aspects of organizational structure, administrative framework and facilities provided by UP Sports Directorate in the state. Hence the title of research problem is stated as:

*“A critical evaluation of organization, administration and facilities of U.P. Sports Directorate”.*

### **Hypotheses**

On the basis of review of related literature, the following hypotheses have been formulated.

1. U.P. Sports Directorate have an ideal set up to facilitate the sports culture in the state.
2. The U.P. Sports Directorate have an effective administrative set up to ensure proper growth and development of organization.
3. The U.P. Sports Directorate have proper facilities in terms of play fields, equipments, coaching facilities etc. for the players and coaches.

## **Objectives of the Study**

The main objectives of the present study was intended to critically examine the various aspects of organization, administration and facilities provided by UP Sports Directorate in the State. The idea behind this study was to observe as to how best the policies have been formulated to suit the practical situations of the state. Also how much comprehensive and effective these policies and programmes are in their application. The basic parameters will be the efficiency and effectiveness with which the people are working there in and the output and productivity of the organization. After evaluation of the organizational structure, administrative setup and facilities through a diagnostic approach an attempt will be made to suggest means and ways to remove the shortcomings for making the organization of U.P. Sports Directorate as a role model in the sporting arena of the country.

## **Significance of the Study**

The findings of the present study may explore the shortcoming with regard to the organizational set-up, administrative framework, infrastructural and other essential facilities of U.P. Sports Directorate. It may prove the way for authorities in bringing about the desirable changes in the above cited aspects in order to attain the

set goals of the organization in a more effective manner. The present investigation may be of great significance in the following manner:

1. The findings of the present investigation might help the experts and those who are directly or indirectly involved in the policy making of organization to bring about required improvements in the functioning of the organization.
2. The study will help in formulating progressive programme in state to promote sports.
3. The study will also be helpful in providing new avenues for conducting further research studies in similar directions.
4. The study will help in creating better understanding and appreciation about sports in the country.
5. The study will add to the new knowledge for the promotion of sports activities in the country in general and U.P. state in particular.

## *Chapter-2*

# *Review of Literature*

# REVIEW OF LITERATURE

The survey of related studies and reports of experts provide a potential background not only in selecting and unexplored area of research, its findings greatly help the researcher in updating his domain of knowledge and highlight the direction to carry out the proposed investigation without any deviation. Since research is based upon everything that is known about a problem, the survey of related studies gives evidence of researcher's knowledge of the field and helps the researcher to know what is known and what is unknown. The effective research must relate the past knowledge and thus the resume of related literature helps to eliminate the chances of duplication of what has already been done and provides useful hypothesis and valuable suggestions for the investigation in hand. Keeping this fact in mind the researcher exhaustively gone through numerous Indian and foreign journals, published and unpublished thesis, survey reports, encyclopedias and dissertation abstracts international etc.

The review of related literature reveals that a host of researchers have tried to explore the functioning of sports organizations, their existing infrastructure and required facilities of



that only most relevant studies have been identified and included in the chapter.

Sundararajan's (1999) study has focused on sports management in 21<sup>st</sup> century efficacy of management function in physical education. 166 schools in Kanchipuram Revenue District of Tamil Nadu were investigated using a questionnaire prepared on the management of physical education (Q.M.P.E.). It consisted of 50 items and studied the overall managerial acts in five dimensions. In analyzing the collected data with respect to location, school, sex, type of management and educational district, descriptive and differential statistical techniques were employed.

As far as the effectiveness of the efficacy of overall managerial acts, scores was concerned, welfare schools reported higher mean score (79.56%) and the schools at Tiruvallur education district the least (71.62%). Out of five dimensions, aided schools got the highest mean scores in two dimensions viz., O.A. (88.89%) and S.A. (79.89%).

It was also suggested that the authorities of schools and government should try to find out the efficacy of managerial acts in

various schools and take necessary steps to ensure improvement in the physical education program in schools.

In an earlier study, Sundararajan (1998), attempted to evaluate the management of inter-school sports program (M.I.S.S.P.) in 103 high/higher secondary schools in TamilNadu. A questionnaire was designed to collect the data and descriptive, differential and correlational statistical techniques were used for the analysis and interpretation of these collected data.

On the effectiveness of management of I.S.S.P.E. scores, boys schools scored highest mean scores (73.69%) as compared to welfare schools that obtained the least mean score (55.22%). On five of the six dimensions boys schools scored the highest mean scores.

Thakur (1997) assessed the effectiveness of physical education program in secondary schools of Himachal Pradesh. Three questionnaires were specifically developed and administered on administrators, technical experts and students belonging to the schools of Himachal Pradesh. The researcher did not find satisfactory playing facilities for games and sports except Kabaddi and Volleyball in the schools of Himachal Pradesh. The equipments supplied to the players were also of the average quality. The teachers were not

satisfied with their pay structure. Since players were not found regular in coaching camps, the physical education teachers felt a great need of sports hostels. The incentives given to the players were also not found satisfactory. The administrators, physical education teachers and students expressed great need of introducing physical education as an elective subject in the schools.

Moon (1997) in a study of over all sports education program in the universities of Republic of Korea, reported on overall poor sports education program, however, good evaluation procedures were indicated in the specific areas of instructional staff, professional assistance, facilities, organization and activities programs.

Petersen (1997) intended to examine current activity spaces and ancillary spaces in New Mexico high schools, compared these spaces with existing standards and also compared the activity and ancillary space to set standards. A secondary purpose of the investigation was to revise planning, guidelines for high school activity and ancillary space. Forty high schools from New Mexico were selected at random. Questionnaires regarding the facilities and program were sent to athletic directors and the chairpersons of the department of physical education. Area measurements were made of the facilities to the questionnaire. Respondents of each school were introduced to obtain

facility recommendations. It was observed that: (1) The main activity space did not significantly differ from the recommended standard. (2) Mean ancillary space for all the schools was significantly greater than the established standard. (3) Both total activity space and total ancillary space were significantly related with enrolment. (4) The distribution of types of ancillary space differed significantly from the standard recommended within ancillary space.

Pastore et al (1996) studied the perception of college coaches to identify and assess the important areas in which athletic administrators may provide support to them. Overall, the following six main components emerged in his study: Game management, decisions making, non-discriminatory work environment, job benefit salary, program support, and evaluation.

Singh's (1996) study was a kind of assessment of the existing conditions of games and sports for the promotion of health program in the senior secondary schools of Haryana. He applied three types of questionnaires for administrators, physical education teachers and students, respectively. The responses of all the three types of respondents (administrators, experts, and students) were divided into three categories (i) positive responses (ii) negative responses (iii) general responses. Based on the results, the researcher made certain

valuable observations for the developments of sports and physical education in the schools of Haryana state.

Sodhi and Negi (1995) conducted a study of utility of services of physical education teachers in schools. They applied self-made questionnaire on 53 physical education teachers. It was found that one physical education teacher was employed against 217 students. Only Rs. 643/- per annum was spent on equipment out of Rs. 1300/- allocated annually. Eighty nine percent of the teachers took interest in conducting inter-class and inter-school competitions. Ninety eight percent of the teachers exposed the children to drill and other physical education activities. On an average the duration of class was 35 to 45 minutes. Fifty seven percent of the physical education teachers were teaching other subjects also.

Prakash's (1994) study sought to explore the organization and working of sports academic wing of sports authority of India. To accomplish the study a sample of 52 administrators, 45 coaches and 30 sports scientists from various wings was drawn. 98 trainees were also recruited to meet the objective of the study. Majority of the administrators expressed dissatisfaction with the present delegation of powers. Majority of administrators and coaches were in favor of training programs like orientation/ refresher courses. The dissatisfied

trainees opined that the existing admission procedure seemed to be faulty, because the merits during the process of selection were ignored. There have been no control over the back-door entry and the purpose gets badly defeated owing to the reservation policy in sports.

Lime et al (1994) examined the financial investment factors in promoting mass sport in Korea and their relative importance and investment priorities. This information would be guidance for sports administrators' decision making in establishing investment policy. The Delphi technique (Delkey, 1976) using 30 experts in mass sport administration and the Analytic Hierarchy Process methods (Saaty, 1983) were used in this study. Six investment factors with 21 sub-factors were derived. The top investment priority was given to the Sports Facilities factor followed by the factors of Publicity, Leaders. Administrative Support, Voluntary Sports Clubs, and Programs. Investment priorities sub-factors in each factor were also discussed.

Prasad (1993) conducted a study on the facilities, organization and administration of physical education and sports in Himachal Pradesh universities. To accomplish the study, a sample of 200 players, 20 administrators and 20 experts was drawn from the three universities of Himachal Pradesh. The following tools were used to gather the requisite informations: (1) Questionnaire for

administrators, experts and players. (2) The use of interview and office records. The findings indicated dissatisfaction of the majority of the administrators, experts, and players under study with the facilities provided to the players by different institutions. The play ground/ court, track and field, and indoor gymnasium/ indoor games facilities were not up to the mark. Most of the respondents were not satisfied with the incentives given to the players by institutions from time to time.

Singh (1989) conducted a comprehensive study of administration, facilities and working of National Institute of Sports, Patiala, Punjab. After surveying the different functions of the institute and various schemes launched by the institute on behalf of the government of India, Singh was able to come to the following general conclusions.

- 1) Research in national institute of sports was largely limited to only one subject i.e., the sports medicine.
- 2) The institute conducted conferences and seminars on sport sciences.
- 3) The institute made a significant contribution to the development of sports by starting the postgraduate course in sports coaching.

- 4) The institute also conducted international solidarity courses for Indian and for Asian region coaches.
- 5) The institute also runs sports scholarship schemes, the funds for which were provided by the government of India.
- 6) To give impetus to the development of sports sciences in India the national institute of sports established the faculty of sports sciences. Its main functions were teaching and research. The faculty, however, suffers from a lack of multi-disciplinary approach. In research, the main focus was on the national level players, the grassroots level players were ignored.
- 7) The institute has a well-stocked sports library and a sports museum. Institute was also entrusted the responsibility for organizing tournaments and women's sports festivals. The institute did requisite the services of foreign coaches. National institute of sports coaches were also sent abroad for specialized training.
- 8) Among the coaches of National Institute of Sports, there was no demarcation line between teaching and coaching cadres.

Stillman (1987) had undertaken to examine the development of Directorate of Physical Education and Sports Administration in New York in general and to discuss the particular. General characteristics



of development, which, in this study, is divided into supervision activities and professional development activities, were presented in the form of a review of the literature. This review guided the development of the two research instruments, the questionnaire, and the interview schedule, which were used to gather the data. A combination of survey research and filed research composed the research design. The questionnaire was mailed to 502 physical education administrators' to explore the supervision practices, professional development activities, and barriers to development practices. In addition, the personal interviews also provided some insight into the reasons for particular responses or activities.

The results displayed the fact that most physical education administrators were male; most were professionally qualified; less than half devoted full-time and only a few could devote full attention to the instructional physical education program; many administrators reported that lack of time and a preponderance of clerical work impinged on their supervisory functions.

In the study of Floyd (1987), data were obtained from 62 district physical education supervisors and 69 secondary supervisors in the United State of America. It was concluded that Physical education supervisors and principals agreed on the actual and

expected job responsibility roles of physical education supervisors. The respondents generally perceived their responsibility and authority roles to be higher than any other group.

Singh (1987) conducted a critical survey of physical education in boys' high/ higher secondary schools of Himachal Pradesh. He employed questionnaire, personal visits and interviews as the main methods to conduct the study. After a critical examination of the data the investigator brought to light the facts that in majority of schools the area of play fields per pupil was woefully too small. None of the schools in Himachal Pradesh had a gymnasium or a swimming pool. Forty eight percent of the schools had no equipment even for indigenous sports activities. Lack of facilities and equipments, want of interest in games and above all lack of adequate coaching in athletics and different games and sports were some of the potential reasons for poor performance of athletes in different competitions.

Savage (1987) in a study based on interviews focused on the physical education curricula and programs in the State of Indiana. His findings indicated that physical education is perceived to be a legitimate part of the total school curriculum, that specialists are primarily employed to administer physical education programs and

that physical education curriculum were appropriately sequenced of grades 1-3 and 4-6.

The data revealed various areas of concern that included decline in time, afford physical education within the curriculum, the physical educator's lack status within the state faculty, and the lack of training to instruct typical students. Based on questionnaire, results revealed that elementary physical education in the state of Indiana appeared to be firmly established as a viable aspect of the total curriculum.

Mazumdar (1987) examined the attitudes of senior secondary school teachers, parents and administrators of West Bengal towards physical education by administering a constructed questionnaire on a five-point scale. Results indicated that a major percentage of teachers, parents, and administrators held favorable attitudes towards the physical education program conducted for art students. In regards to the physical education personnel in colleges, who are the implementers of the programme, proper functioning could not be achieved by them due to the non-cooperation and support of the groups. Howsoever, sincere and hardworking they may be, if the support and co-operation are not forthcoming, the going is bound to

be rough for the program with possible changes in attitudes of the implementers.

Magnotta (1986) examined the importance of administrative duties of Board of Physical Education and Sports of those educators who were directly related with physical education program in the Arizona state. The subjects for this study were 80 physical education administrators representing all counties within Arizona. One hundred nine duties within 10 administrative categories (office management, finance, facilities, public relations, personnel, professional growth, purchase and care of equipment, intramurals, interscholastic athletics, and the instructional program) were examined. Results indicated that the maximum administrative time was spent in performing duties concerning the instructional program, interscholastic athletics, purchase and care of equipment, and facility management, respectively. Parametric analyses revealed disparities between the relationship of actual and ideal time spent in performing general administrative functions and disparities between the relationship of actual and ideal time and the importance for each duty area. Analyses of the duty areas according to size indicated that duties in both actual and ideal settings showed significant differences. The differences found were in the areas of public

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relations and interscholastic athletics. Physical education administrators in the smaller size tend to perform more duties and place more importance on such duties than those from the larger size. Examination of the gender variable indicated that certain perceptual differences do exist between the differences of actual and ideal ratings of importance in six of ten duty areas. A job analysis study of the actual and ideal importance of administrative duties for physical education administrators in the Arizona State revealed certain perceptual differences on the variables examined.

A more significant work of Happer (1986) examined a group of athletic directors who had been recognized as outstanding in their profession by examining perceptions of their own administrative behavior. Three survey instruments that were used to gather data for this study were the Responsibility, Authority and Delegation Scales, the Work Analysis Form, and the Leadership Opinion Questionnaire. Results of the Responsibility, Authority, and Delegation Scales indicated that athletic directors perceived their responsibility and authority roles almost to the same degree but higher than their delegation role. Three activities indicated by athletic directors on the work Analysis Form as consuming the greatest amount of their professional time were consulting peers, preparing and writing

reports, and inspecting the organization. Physical education supervisors and principals disagree on the actual and expected job responsibility roles and the physical education supervisors were in agreement with the actual job responsibilities of physical education supervisors.

Chason (1985) undertook an investigation related to the need of experience and professional preparation of sports administrators. He surveyed athletic directors, principals and facility directors to determine the need and curriculum content of sports administration and found that experience in the field of sports administration was the most important variable in preparing a person for the field.

Miller (1984) conducted an investigation to bring refinement and updating the standards recommended by Spora and Kenny in 1959-60, regarding space used for athletics, physical education and recreation activities in United States. In his replication of the earlier study, Miller suggested that enrolment ratio of the students be according to the space and facilities. On the basis of the results, he was able to establish standards for the amount and types of facilities needed for athletics, physical education and recreation.

Kelley (1984) conducted a comparative study of percentage increase in total operating budget of universities with percentage increase in budget of athletic departments of those universities according to percentage increase in consumer price index. Based on the results of the study, he concluded that there was increase of budget in different departments in the preceding years and recommended that there should be appropriate increase in the budget of the different departments keeping in view the increase in consumer price index.

Jefferies (1983) conducted an investigation of the organization and administration of youth sports in Soviet Union to examine the phenomena of sports in Soviet Culture. It was evident that: (1) Sports committee of U.S.S.R. had total responsibility for implementation of entire national sports policy. (2) Responsibilities of various subordinating governmental and public authorities in the organization of sports. (3) The Soviets retain their talented athletes as coaches. (4) Coaches are highly qualified. (5) The Societies have brought sports to the people. (6) Facilities are available locally. (7) Participation is free and talented athletes are afforded every opportunity to develop their abilities to higher level.



Frisby (1983) reported in his study on the organizational structure and effectiveness of Canadian National Sports Governing Bodies. He observed that those organizations which were to acquire more financial resources, were also more successful in achieving the goal.

Melalho (1982) in a significant investigation focused on Brazilian Administration of Sports. The study recommended that more emphasis should be placed on academic background in physical education and sports and also on related curricula and experiences in administrative managerial procedures.

Rowen (1981) conducted a study on the management of college and university football coaches and reported that successful coaches spent more time on planning, preparing procedures and methods, using instruments, tools, charts and inspecting forms, than did unsuccessful coaches, to a significant degree. Successful coaches spent less time discussing players than did unsuccessful coaches. It was also found that experience played a greater role in the planning. Longer stay as a football coach coupled with increase in age leads to success of the coach.

Green (1981) in his study of the leadership style of coaches suggested that coaches and administrators needed to be sensitive to their potential influences on the personnel and social development of those participating in athletics. It was also suggested that coaches should utilize a “both end approach” towards directing their teams. Both authoritarian and democratic procedures must be employed to ensure maximum benefits to the athletes from participation in sports.

Tenered (1980) assessed the management policies and procedures of sports centers in England and found that when policies and procedures were related to the management of personnel, organizations, finances, scheduling etc., the managerial functions could be performed with more effectiveness and efficiency.

Krishnamurthy and Parameswara (1980) in their study emphasized that the success of a sports program implementation depends upon the type of resources and the facilities at the disposal of physical educator. The changing society requires such physical education personnel who could orient to the needs of the society so as to achieve the optimum utilization of available sources.

Jarrett (1979) conducted a study of the adopted physical education program in private and public secondary schools in the

Tennessee. Severity adopted physical education teachers were selected from A.A.A. secondary schools and a questionnaire was distributed to them to collect the required data. Analysis revealed that in the majority of A.A.A. secondary schools, physical education classes were co-educational and the adopted physical education classes were placed in regular classes.

Eggert's (1978) analyzed the professional preparation of coaches of women inter-collegiate athletic teams affiliated with A.I.A.W. in relation to their win and loose records for one year. Results of the study revealed that coaches with greater number of years of coaching experience were the most successful in terms of the win/ loss records.

Doland (1977) undertook an investigation to explore the functions of Athletic Directors in selected institutions of higher education of Louisiana State University and its Agricultural and Mechanical Colleges. Specifically, the study was concerned with personal and professional characteristics of the directors as well as their duties and responsibilities. From the results of his investigation he concluded that most important task of an Athletic Director was supervision of various sports programs and it was the duty of Athletic Director to make the program successful.

Burn's longitudinal work (1976) aimed to present the historical development and evaluation of the Ministry of Health, Physical Education, Sports and Recreation at Jackson State University from 1877 to 1973. His study revealed the fact that training ministers who would elevate their newly freed people to a useful and enabling life established Jackson State University to create moral life through the medium of religious education and instruction. The continued expansion of programs and faculty in the department provided the necessary resources to meet diverse student needs. Facilities of the department included three tennis courts; intramural fields; a bowling alley; and archery ranges; besides a new health, physical education and recreation complex. He concluded that since its inception, the Ministry of Health, Physical Education, and Recreation had striven to meet the needs of college aged youth and the general public as well through its curriculum and programs of public service.

Garbett (1976) evaluated the effect of community school concept upon trends in planning and utilizing indoor physical education facilities in the United States. The findings of this study provided information pertaining to the following:

- 1) The planning base for the school facilities.
- 2) The human involvement in planning process.

- 3) The designed characteristics of the indoor physical education facilities.
- 4) The utilization of indoor physical education facilities.
- 5) Data for developing guidelines for planning indoor physical education facilities, so that the facilities will have the potential of maximum utilization.

Patrick (1975) studied physical education program in high schools and drawn the following conclusions:

- 1) ***Instruction Staff:*** Physical education teachers were well prepared in their subject matters.
- 2) ***Facilities:*** (a) Adequate Area (b) Placement of buildings on school site appeared adequate (c) Inadequate indoor and outdoor facilities (d) Equipments were adequate in the senior schools than in junior schools (e) only a few schools had gymnasium.
- 3) ***Program Organization:*** (a) Percentage of pupils in physical education was found inadequate (b) Sufficient time allotment (c) Physical examination of pupils were inadequate (d) The size of the class was large (e) Larger work load for teachers.
- 4) ***Program Activities:*** The organizations of intramural program were weak.

- 5) *Professional Assistance:* (a) Sufficient books and magazines were available for high school teachers than junior high school teachers. (b) Comprehensive professional library was available for teachers at district headquarters.

Dreidame (1974) conducted a study on organization and administration of women's inter collegiate athletic program. The purpose of his study was to determine the current organization and administration practices in women's inter-collegiate athletics and found that 50 percent or more directors performed various tasks which included schedules of contents, consulting coaches, administering the budget, informing about the expenditure, schedule facilities, arranging for transportation, supervising all publicities and maintaining medical records. He also found that women's inter collegiate athletic program were greatly under financed.

Swamikannu (1974) investigated the attitudes of the male students towards physical education and its introduction as an examination subject in 1973-74 in Madras city. He concluded that the male students had a favorable attitude toward physical education especially for its social value and considered it a good medium for socialization. They recognized the role of physical education for a healthy and vigorous body and for keeping oneself physically fit and

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mentally healthy. The need for more facilities and equipment for physical education and more instruction in basic skills was expressed by the students. They showed a favorable attitude towards the introduction of physical education as an examination subject. The study also identified the parental worries that generally indicated (a) the intensive coaching sessions which entail considerable time input, (b) academic pursuits affected by participation and (c) fear of injuries. Therefore, most of the parents prohibited their wards from participation in physical activity programme.

Mizuguchi (1972) surveyed the boys physical education program in the junior and senior high schools in Honolulu, Hawaii. The survey was an attempt to candidly evaluate the current status of physical education program for boys and provide feed back to all concerned regarding the evaluation. He came to the conclusion that program as a whole was not adequate and was below the normal standard. In comparison to junior schools, senior schools to some extent had better program of physical education.

Gans (1972) undertook a study to develop and describe specific sequential steps for planning and constructing facilities for health, physical education, recreation and athletics. An analysis of his research revealed the following results:

- 1) A need existed for careful evaluation and development of educational program, prior to planning the construction of facilities.
- 2) A disinterest and lack of knowledge on the part of health, physical education, recreation and athletic faculty regarding facility planning existed.
- 3) Late recognition of facility needs resulted in adequate planning time for the careful development of educational specifications.
- 4) The desire to obtain facilities quickly tended to result in the limitation of important considerations and procedures.
- 5) Insufficient care regarding selection of the architect appeared to be common.
- 6) Groups and individuals involved in planning did not always have a clear understanding of their roles and responsibilities.
- 7) A lack of communication and co-operative effort existed between the various campus personnel who need to be involved in planning health, physical education, recreation and athletics facilities.
- 8) The location of a facility strongly influenced its use.
- 9) The use of educational consultancy may be helpful when no qualified person exists on the campus.



- 10) Facilities were designed without sufficient consideration of the policies and procedures for their operation and use.
- 11) The project coordinator, as the key figure in facility planning, should be closely related to the health, physical education, recreation and athletic department.

Bennett (1971) conducted a survey which was limited to those institutions that were offering the graduate courses in physical education for men. The selected areas were: (1) Instrumental staff (2) Program (activities) (3) Facilities (4) Professional Assistance (5) Programme (organizational) (6) Administration (7) Professional Education Programme. These seven major areas were further divided into 47 items. Of the seven major areas included in the survey area 'five' and 'three' with highest, 92 percent of attainment and were rated "Good" with respective percentage of attainment of 87 percent, 86 percent, 82 percent and 80 percent respectively. The area having the lowest percentage of attainment was "programme activities", with 78 percent of attainment.

Mears (1970) conducted a study on the organization and administrations of inter college athletics in Church related colleges and universities of United States. He found that administration was responsible for arranging the finance for running the organization

smoothly. He also concluded that it was the duty of athletic directors to provide equipment and facilities needed for health and physical education.

Cokar (1969) did a survey of physical education programme for boys in selected senior high school in Lousina during 1969-70 academic year in terms of professional preparation and background of teachers, teaching load, programme content and methods of instructions. It was concluded that most of the teachers found to be well prepared to teach physical education, all had received bachelor degree or were attending graduate schools. Teacher had taught a mean of 7.2 years in physical education, 85 percent of teachers belonged to one or more education associations but less than 20 percent were members of a professional physical education organization. Approximately half of the teachers taught only physical education for a mean of 19 classes per week. Other teachers taught a combination of subjects for a mean of 26 classes per week including 12 classes of physical education. Physical education classes averaged 31 students. In 59 percent of the 46 schools, teachers were assigned physical education classes without regard to great level. Approximately 40 percent of class time spent in participation in

games activities. Fifty percent of gymnasium were of adequate size, classes were exceptionally well controlled.

Kang (1968) studied the existing intramural sports programs in the colleges of physical education in India. He concluded that the main objective of the intramurals was to gain experience in organization of competition. Student's council under the guidance of a staff member was preferred for the administrative set-up of the program participation in some games or either by every student in the intramural was encouraged. For classification of students, divisions on skill basis at the time of house-formation were considered to be the best method. The institution provided for the expenditure of most of the cases but usually no provision for separate budget was made for the intramurals. Special fee was charged in some cases. Refreshment, entertainments, certificates, prizes, stationary and records were the major heads of expenditure. For officiating, teacher trainees were given chance to officiate in most of the cases. Athletics, Basketbeall, Volleyball, Football, Kabaddi, Hockey and Kho-Kho were the activities chosen for the intramurals. Specific provision in the timetable and in conducting the programme all the year round was considered to be ideal.

Rao (1966) in an effort to suggest pattern of organization of physical education for a teaching-cum-affiliating university in India, investigated the existing facilities and concluded that:

- i) The importance of professionally well-qualified and competent leadership in the area of physical education was not realized at the university level.
- ii) No importance was attached to securing well-trained and competent teachers of physical education.
- iii) Nine colleges under Jiwaji University did not have a trained physical education teacher.
- iv) It was found that the scales of pay were not in any way related to the qualifications of the physical education teachers.
- v) Teacher-students ratio of 1: 863 under Jiwaji University was highly unsatisfactory. Nine colleges did not have even one trained physical education teacher. The co-educational colleges under Jiwaji University did not have a woman physical education teacher to instruct and supervise the women students' physical education program.
- vi) It was found that 52 percent of the colleges that were investigated under Jiwaji University did not have any ground staff.

Singh (1965) made a critical survey of physical education activities in boy's higher secondary schools in Himachal Pradesh. He concluded that 90 percent schools were without playgrounds, and the playing equipment was scarcely enough to feed even two to three teams in a particular game. The teacher and the authorities have shown no interest in the physical education activities.

Anand (1965) studied about the minimum physical facilities for playing at different levels i.e., at the school level, College level and University level. He also wrote about the minimum physical facilities required at village, Taluka, District, State, and National level.

Builar (1965) has shown revealing facts in her study "Evaluation of existing program of physical education in government high/ higher secondary schools in Chandigarh". She found that all these institutions in Chandigarh had no planned program of physical education, all these schools had about six acres land for playgrounds. but some of them presented a horrible picture and served as cattle ranches. The equipments were not adequate, time allotment for physical education period was discriminatory, and especially no attention was paid to games and sports. They were not having any organized pattern for the conduct of intramurals and extramural

competitions. Physio-medical examination was done without any follow up.

Kothari (1964) in the report of Education Commission and National Development pointed out value of physical activities including sports and games. In the above report he has put forth certain suggestions as to how physical education could be popularized among the masses. All India Sports Congress, in its proceedings brought out the prevalent problems and difficulties that were hurdles in the way of promotion of sports and games including physical education activities. This Congress made certain suggestions to be followed at different levels i.e., primary schools, high/ higher secondary schools, colleges, universities and at national level. This congress also laid down certain standard for the organization of sports events at the national and international levels.

Harlacher (1963) found in one of the colleges in California that the institute had adequate physical education facilities, which were indeed ideal. The main items included in those facilities were a swimming pool, main gymnasium, auxiliary gymnasium, lock room and playing fields.

Kirpal (1961) evaluated the position of games and sports including physical activities in higher secondary schools and colleges. He pointed out that these activities existed in most of the schools and colleges and also stressed upon further improvement of these activities in the country for which he made certain valuable suggestions. He again pointed out that physical education activities formed an integral part of school and college activities, but due to lack of well-trained instructors and other organizational weaknesses, these activities were not fully popularized.

Nath (1961) made an investigation into the organization of sports in high and higher secondary schools of Jalandhar division in Punjab. His study revealed that 26 percent schools were without playgrounds, though they could afford provision of sports-wear.

Govindrajlu (1959) stated that due to the lack of academic value of physical education in Indian universities, people in charge of physical education are not in position to organize and administer the program successfully. Many instructional problems faced by the teachers in public schools occurred because of inadequate facilities, large classes, inadequate professional preparation, background, inadequate number of qualified personnel and lack of funds for program for handicapped students.

Kothiwalla (1959) has suggested that Indian Universities should introduce physical education as a subject for their various degree examinations. He believed that perfect integration of body with the mind would take place only when every individual receives physical education with academic or professional education.

Sharma's (1956) study of personnel, facilities and equipment revealed that only 17 out of 30 high/ higher secondary schools in Delhi had Director Physical Education as incharge of physical education programme. The study also found that 50 percent of the schools had provided only one or two periods for each class per week for physical education. He also found that 83 percent of the schools in Delhi suffered badly for want of playground facilities.

Jack (1946) opined that factors such as number of years required for physical education, also of playground and marking system used in physical education showed no significant differences between large and small schools. The small schools had an advantage over the large schools in regard to such factors as location of playgrounds and size of physical education classes. The large schools were superior to small school in regard to number of period per week, number of activities, length of periods, the presence of



Gymnasium in school building, number of teachers, and the number of supplementary indoor physical education facilities.

The foregoing review of literature pertained to the organization, administration and facilities have clearly revealed a definite lack of such work in the state of Uttar Pradesh. Hence, the researcher has undertaken the present empirical investigation in order to explore the Organization, Administration and Facilities extended in Uttar Pradesh with special reference to the U.P. Sports Directorate.

## *Chapter-3*

# *Methodology*

# METHODOLOGY

In behavioural sciences it is customary to describe, explain predict and control the phenomena with which they deal. Scientists endeavour to use observations as a basis for answering questions of interest (Lindzey, 1954; Festinger & Katz, 1953; Selltiz et al, 1964; Stollak & others, 1966 and Shontz, 1965). In other words, we can say that scientists ascertain facts and analyze them in an unbiased manner for drawing conclusions. In this process research design plays a vital role in drawing conclusions using behavioural observations on a limited number of subjects making predictions about the behaviour of larger group represented by the subjects. Edwards (1968) pointed out that in research we do not haphazardly make observations of any and all kinds but rather our attention is directed towards those observations that “we believe to be relevant to the questions we have previously formulated.”

According to Mohsin (1984) “research design depicts the plan which states the relation between observed facts and events on the basis of which conclusions could be drawn”. Ferguson (1981) emphasized that several methodological approaches and designs have been developed but the choice of appropriate design depends upon

the special characteristics of the sample, nature of measuring instruments and restraints regarding the manipulations of variables being studied. Thus, the choice of a method is governed by the aims of the study, the variables under investigation and the nature of the data.

Following the above sighted observations presented by various experts the research methodology and procedure has been presented in the following paragraphs.

### **Design of the Study**

The present investigation has been conducted on organization, administration and facilities of U.P. Sports Directorate. After selecting the topic and the variables of the study a blueprint was prepared taking into consideration the various aspect on which necessary informations and relevant data were to be collected. At the out set survey approach was adopted for collecting data by using comprehensive questionnaire and personal interviews. These questionnaires were administered on experts, coaches and sports persons of U.P. Sports Directorate. Wherever needed the subjects were personally interviewed for getting more detailed informations. In addition to the above methods information were also obtained

through office record reports and brouchers of U.P. Sports Directorate.

### **Sample**

The subjects for the present study were the administrators, coaches of sports hostels sports colleges and those deputed at various coaching center of the directorate. Sportspersons were randomly recruited from sports colleges, sports hostels and various coaching centers managed by the U.P. Sports Directorate. The distribution of various types of sample is given as under.

**Administrators:** Although the U.P. Sports Directorate has a large number of administrators employed therein but for the present study *seventy-five administrators* were randomly selected. In this category of subjects Directors, Deputy Directors, Regional Sports Officers, Sports Officer and Deputy Sports Officers were included. A questionnaire developed by Prasad (1993) and further modified by the present investigator was administered on the subjects for collecting data. Besides, the investigator personally approached the subject and gathered relevant information for the present study.

**Coaches:** *Seventy-five coaches* of different games and sports who were employed with the U.P. Sports Directorate for coaching were

the subjects for the present empirical study. These coaches were randomly drawn from sports hostels, sports colleges and various coaching centers of U.P. Sports Directorate. A questionnaire developed by Prasad (1993) and further modified by the researcher himself was administered and the responses were recorded. In order to have more informations personal interviews were also conducted.

**Players:** *One hundred fifty sportspersons* (aged between 15-21 years) of different games and sports belonging to different sports hostel, sports colleges and coaching centers of U.P. Sports Directorate were randomly drawn for the study. The responses on a questionnaire developed by Prasad (1993) and modified by the present investigator were recorded by the subjects. For additional informations pertaining to the relevant questions, interview method was used wherein the researcher himself recorded their candid and unbiased responses.

### **Tools Used**

Keeping in view the nature of research design, the different questionnaires developed by Prasad (1993) and modified by the present researcher were used. The description of various questionnaires is as follows.

**Questionnaire for Administrators:** It has 28 items covering the aspects of organization, administration and facilities of U.P. Sports Directorate. It is a popular tool, which has been used by many investigators. The test-retest reliability of the questionnaire was found to be 0.78.

**Questionnaire for Coaches:** This tool contains 24 items covering the aspects of organization, administration and facilities of U.P. Sports Directorate. It is also a popular tool that has already been used by many researchers. The test-retest reliability of the questionnaire was found to be 0.76.

**Questionnaire for Players:** It is also a popular instrument consisting of 26 items covering questions related to the organization administration and facilities of U.P. Sports Directorate. The test-retest reliability of the questionnaire was found to be 0.78.

It has already been pointed out that in addition to the above-mentioned questionnaires, the subjects were asked relevant questions by the researcher himself for getting more elaborate responses wherever needed.

### **Statistical Analysis**

Statistics provides the strategy and method for gathering the maximum amount of informations on a given expenditure of time and

other resources. Once the relevant informations are obtained the researcher requires method to describe and summarize his data so that the result are interpretable and could be communicated (Mendenhall & Remey, 1973). Retreating the objectives of the study, and the nature of data, 't' test was employed to explore the difference among the various categories of subjects on organization, administration and facilities of U.P. Sports Directorate. Furthermore, to find the differences among various categories of subjects on the common items of the questionnaire 'Kruskal-Wallis' test was employed. It is a non-parametric technique, which is commonly referred as one-way analysis of variance by ranks. The results have been presented in the following chapter.



## *Chapter-4*

# *Results*

# RESULTS

In the preceding chapters the investigator has described the theoretical framework pertaining to the variables under study and set the objective of the present study. Research design, procedure of data collection and analyzing the data were also broadly stated.

The most crucial task for research is to interpret the results and to draw inferences. Keeping in view the nature of data 't' ratio and Kruskal-Wallis one-way analysis of variance by ranks were computed to examine the differences among the group of subjects with regard to the various items of organization, administration and facilities of U.P. Sports Directorate. The results are presented in the following tables.

**TABLE-6: Indicating comparison between the mean scores of Administrators and Coaches on items related to the organization and administration.**

Group	N	Mean	SD	t-values	p
<b>Item-1: Selection procedure of players</b>					
Administrators	75	3.12	1.31	0.06	> 0.05
Coaches	75	3.13	1.23		

Group	N	Mean	SD	t-values	P
Item-2: Aim regarding sports hostels					
Administrators	75	2.73	1.22	0.19	> 0.05
Coaches	75	2.77	1.22		
Item-3: Aim regarding sports colleges					
Administrators	75	2.73	1.20	0.47	> 0.05
Coaches	75	2.82	1.20		
Item-4: Performance of sports hostels players in proportion to the facilities available to them					
Administrators	75	3.28	1.20	2.14	< 0.05
Coaches	75	3.69	1.14		
Item-5: Performance of sports college players in proportion to the facilities available to them					
Administrators	75	3.34	1.17	1.82	> 0.05
Coaches	75	3.69	1.14		
Item-6: Organization of workshops and refresher courses					
Administrators	75	2.42	1.13	1.27	> 0.05
Coaches	75	2.20	1.02		
Item-7: Benefit of refresher courses and workshops					
Administrators	75	4.45	0.82	0.29	> 0.05
Coaches	75	4.41	0.85		

Group	N	Mean	SD	t-values	P
Item-8: Consultation with the coaches while framing sports policy					
Administrators	75	1.80	0.74	0.51	> 0.05
Coaches	75	1.86	0.83		
Item-9: Salary structure					
Administrators	75	3.38	1.11	2.95	< 0.01
Coaches	75	2.81	1.29		

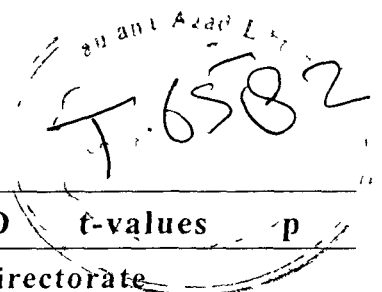
Significant differences were not found between the mean scores of administrator and coaches on *selection procedure of players* ( $t = 0.06$ ,  $p > 0.05$ ), *aim regarding sports hostels* ( $t = 0.19$ ,  $p > 0.05$ ), *aim regarding sports college* ( $t = 0.47$ ,  $p > 0.05$ ), *performance of sports college players in proportion to the facilities available to them* ( $t = 1.82$ ,  $p > 0.05$ ), *organization of workshops and refresher courses* ( $t = 1.27$ ,  $p > 0.05$ ), *benefit of refresher courses and workshops* ( $t = 0.29$ ,  $p > 0.05$ ) and *consultation with coaches at the time of framing sports policy* ( $t = 0.51$ ,  $p > 0.05$ ).

Coaches scored significantly higher than the administrators on *performance of sports hostels players in proportion to the facilities available to them* ( $t = 2.14$ ,  $p < 0.05$ ), where as the administrators scored significantly higher than the coaches on *salary structure* ( $t = 2.95$ ,  $p < 0.01$ ).

**TABLE-7:** Indicating comparison between the mean scores of Senior Administrators and Junior Administrators on items related to the organization and administration.

Group	N	Mean	SD	t-values	p
Item-1: Consultation with administrators while framing sports policies					
Senior Administrators	35	3.08	0.80	3.99	< 0.01
Junior Administrators	40	2.32	0.81		
Item-2: Promotion policy					
Senior Administrators	35	2.88	1.03	4.93	< 0.01
Junior Administrators	40	1.72	0.97		
Item-3: Help received from other departments					
Senior Administrators	35	3.00	0.98	0.75	> 0.05
Junior Administrators	40	2.82	0.99		
Item-4: Frequency of meetings organized for setting different objectives					
Senior Administrators	35	3.00	0.75	4.28	< 0.01
Junior Administrators	40	2.30	0.64		

Group	N	Mean	SD	t-values	p
Item-5: Effectiveness of meetings					
Senior Administrators	35	2.71	0.88	0.18	> 0.05
Junior Administrators	40	2.67	0.90		
Item-6: Incentives for hard work to coaches and administrators					
Senior Administrators	35	2.51	1.20	3.60	< 0.01
Junior Administrators	40	1.57	1.02		
Item-7: Evaluation of coaches and administrators through the performance of their trainees					
Senior Administrators	35	2.57	1.29	5.06	< 0.01
Junior Administrators	40	1.37	0.65		
Item-8: Feedback provided to the players					
Senior Administrators	35	2.80	1.16	0.28	> 0.05
Junior Administrators	40	2.87	1.22		
Item-9: Financial resources provided by the government					
Senior Administrators	35	3.05	1.04	0.97	> 0.05
Junior Administrators	40	3.27	0.86		



Group	N	Mean	SD	t-values	p
<b>Item-10: Feeling to be an officer of U.P. Sports Directorate</b>					
Senior Administrators	35	3.60	0.72		
				4.90	< 0.01
Junior Administrators	40	2.75	0.99		
<b>Item-11: Coaching facilities provided</b>					
Senior Administrators	35	2.80	0.66		
				0.14	> 0.05
Junior Administrators	40	2.82	0.80		
<b>Item-12: Need to engage the services of some other reputed coaches</b>					
Senior Administrators	35	4.48	0.64		
				0.48	> 0.05
Junior Administrators	40	4.40	0.83		

Significant differences were not found between mean score of senior administrators and junior administrators on *help received from other departments* ( $t = 0.75$ ,  $p > 0.05$ ), *effectiveness of meetings* ( $t = 0.18$ ,  $p > 0.05$ ), *feedback provided to the players* ( $t = 0.28$ ,  $p > 0.05$ ), *financial resources provided by government* ( $t = 0.97$ ,  $p > 0.05$ ), *coaching facilities provided* ( $t = 0.14$ ,  $p > 0.05$ ) and *needed to engage the services of some other reputed coaches* ( $t = 0.48$ ,  $p > 0.05$ ).

Senior administrators scored significantly higher than the junior administrators on *consultation with administrators while framing sports policies* ( $t = 3.99, < 0.01$ ), *promotion policy* ( $t = 4.93, p < 0.01$ ), *frequency of meeting organized for setting different objectives* ( $t = 4.28, p < 0.01$ ), *incentives for hard work to coaches and administrators* ( $t = 3.60, p < 0.01$ ), *evaluation of coaches and administrators through the performance of their trainees* ( $t = 5.06, p < 0.01$ ) and *feeling to be an officer of U.P. Sports Directorate* ( $t = 4.90, p < 0.01$ ).

**TABLE-8: Indicating comparison between the mean scores of Residential and Non-residential sports persons on items related to various facilities provided by U.P. Sports Directorate.**

Group	N	Mean	SD	t-values	p
<b>Item-1: Nature of issue of sports articles</b>					
<b>a. Playing Kit</b>					
Non-Residential	85	3.44	1.75	1.01	> 0.05
Residential	65	3.73	1.67		



Group	N	Mean	SD	t-values	p
b. Playing Equipments					
Non-Residential	85	3.47	1.60	0.84	> 0.05
Residential	65	3.69	1.53		
c. Track Suit					
Non-Residential	85	3.75	1.75	0.88	> 0.05
Residential	65	4.00	1.60		
Item-2: Scientific support to help coaches and players					
a. Physiotherapist					
Non-Residential	85	2.32	1.01	0.92	> 0.05
Residential	65	2.47	0.89		
b. Sport Physician					
Non-Residential	85	1.44	1.06	0.08	> 0.05
Residential	65	1.46	1.03		
c. Sport Psychologist					
Non-Residential	85	1.24	0.73	0.85	> 0.05
Residential	65	1.35	0.77		

Group	N	Mean	SD	t-values	p
d. Dietician					
Non-Residential	85	1.38	0.92	0.02	> 0.05
Residential	65	1.38	0.90		
e. Sport Physiologist					
Non-Residential	85	1.32	0.91	0.45	> 0.05
Residential	65	1.40	0.95		
Item-3: Services of some other reputed coaches					
Non-Residential	85	4.72	0.51	0.77	> 0.05
Residential	65	4.66	0.53		
Item-4: Accommodation provided					
Non-Residential	85	2.89	0.95	0.70	> 0.05
Residential	65	3.00	0.84		
Item-5: Meals served in dining hall					
Non-Residential	85	2.88	0.81	0.92	> 0.05
Residential	65	3.00	0.76		

Group	N	Mean	SD	t-values	p
Item-6: Maintenance of various records					
a. Physical Fitness					
Non-Residential	85	2.14	1.20	3.99	< 0.01
Residential	65	2.96	1.30		
b. Techno-Tactical (Skill)					
Non-Residential	85	1.36	0.99	3.55	< 0.01
Residential	65	2.12	1.59		
c. Academic					
Non-Residential	85	2.56	1.01	4.43	< 0.01
Residential	65	3.30	1.00		
d. Attendance					
Non-Residential	85	2.87	1.28	5.98	< 0.01
Residential	65	3.93	0.72		
Item-7: Methods of coaching used by coaches					
Non-Residential	85	4.72	0.51	0.77	>0.05
Residential	65	4.66	0.53		

Group	N	Mean	SD	t-values	P
Item-8: Behavior of coaches					
Non-Residential	85	3.08	1.06	0.78	> 0.05
Residential	65	3.21	0.96		
Item-9: Sympathetic attitude of coaches					
Non-Residential	85	3.63	0.95	0.06	> 0.05
Residential	65	3.64	0.93		
Item-10: Monitoring the progress of performance					
Non-Residential	85	2.14	0.99	4.15	< 0.05
Residential	65	2.92	1.29		
Item-11: Conduct of pre-test before training schedule					
Non-Residential	85	1.88	1.26	5.57	< 0.05
Residential	65	3.12	1.39		
Item-12: Long-term as well as short-term plans for training					
Non-Residential	85	2.27	1.25	0.04	> 0.05
Residential	65	2.26	1.24		

Group	N	Mean	SD	t-values	p
Item-13: Sanctioned amount of D.A. to the players					
Non-Residential	85	1.98	1.24	0.16	> 0.05
Residential	65	1.95	1.22		
Item-14: Criteria of Selection of players for coaching camps					
Non-Residential	85	3.27	0.65	1.34	> 0.05
Residential	65	3.09	0.95		
Item-15: Dropout of fellow trainees					
Non-Residential	85	1.91	1.58	3.81	< 0.05
Residential	65	2.98	1.81		
Item-16: Motivation received from parents					
Non-Residential	85	4.08	8.70	0.97	> 0.05
Residential	65	4.18	0.52		
Item-17: Financial support received from parents					
Non-Residential	85	3.42	1.44	1.75	> 0.05
Residential	65	3.81	1.20		
Item-18: Encouragement received from parents for rigorous training					
Non-Residential	85	3.24	1.23	5.45	< 0.01
Residential	65	4.20	6.74		

Significant differences were not found between the mean scores of residential and non-residential sports persons on *nature of issue of sports articles* (a) *playing kit* ( $t = 1.01, p > 0.05$ ), (b) *playing equipments* ( $t = 0.84, p > 0.05$ ), (c) *tracksuit* ( $t = 0.88, p > 0.05$ ), *scientific support to help coaches and players* (a) *physiotherapist* ( $t = 0.92, p > 0.05$ ), (b) *sport physician* ( $t = 0.08, p > 0.05$ ), (c) *sport psychologist* ( $t = 0.85, p > 0.05$ ), (d) *dietician* ( $t = 0.02, p > 0.05$ ), (e) *sport physiologist* ( $t = 0.45, p > 0.05$ ), *services of some other reputed coaches* ( $t = 0.77, p > 0.05$ ), *accommodation provided* ( $t = 0.70, p > 0.05$ ), *meals served in dining hall* ( $t = 0.92, p > 0.05$ ), *behavior of coaches* ( $t = 0.78, p > 0.05$ ), *sympathetic attitude of coaches* ( $t = 0.06, p > 0.05$ ), *long-term as well as short-term plans for training* ( $t = 0.04, p > 0.05$ ), *sanctioned amount of D.A. to the players* ( $t = 0.16, p > 0.05$ ), *criteria of selection of players for coaching camps* ( $t = 1.34, p > 0.05$ ), *motivation received from parents* ( $t = 0.97, p > 0.05$ ) and *financial support received from parents* ( $t = 1.75, p > 0.05$ ).

Residential sports persons scored significantly higher than the non-resident sports persons on *monitoring the progress of performance* ( $t = 4.15, p < 0.05$ ), *conduct of pre-test before training schedule* ( $t = 5.57, p < 0.05$ ), *dropout of trainees* ( $t = 3.81, p < 0.01$ ),

*maintenance of various records* (a) *physical fitness* ( $t = 3.99$ ,  $p < 0.01$ ), (b) *techno-tactical (skill)* ( $t = 3.55$ ,  $p < 0.01$ ), (c) *academic* ( $t = 4.43$ ,  $p < 0.01$ ), (d) *attendance* ( $t = 5.98$ ,  $p < 0.01$ ) and *encouragement received from parents for rigorous training* ( $t = 5.45$ ,  $p < 0.01$ ).

The data computed through Kuskal-Wallis one-way analysis of variance by ranks to examine the differences between the subjects on playing facilities, equipments and incentives are presented here.

### **Playing facilities**

With reference to playing facilities table value indicates that the probability associated with the occurrence under  $H_0$  of a value as large as  $H = 27.304$ , at  $df\ 2$ , is  $p < 0.001$ . Since this probability is smaller than our previously set level of significance,  $\alpha = 0.05$ , our decision is to reject  $H_0$ . We can conclude that the perception of administrators, coaches and players with regard to playing facilities varies significantly.

### **Equipments**

In case of equipments, table value indicates that the probability associated with the occurrence under  $H_0$  of a value as large as  $H = 3.153$ , at  $df\ 2$ , is  $p > 0.05$ . Since this probability is larger than our previously set level of significance,  $\alpha = 0.05$ , our decision is to

accept  $H_0$ . We can conclude that the perception of administrators, coaches and players with regard to equipments did not differ significantly.

### **Incentives**

As far as incentives are concerned, table value indicates that the probability associated with the occurrence under  $H_0$  of a value as large as  $H = 0.987$ , at  $df\ 2$ , is  $p > 0.05$ . Since this probability is larger than our previously set level of significance,  $\alpha = 0.05$ , our decision is to accept  $H_0$ . We can conclude that the perception of administrators, coaches and players with regard to incentives did not differ significantly.



## *Chapter-5*

# *Discussion, Conclusions & Suggestions*

# DISCUSSION, CONCLUSIONS & SUGGESTIONS

The present chapter is devoted to the discussion of results based on the outcome of data analysis. The results presented in the preceding chapter may now be discussed here.

As it is evident from table 6, that the significant difference exists between the scores of administrators and coaches on *performance of sports hostel players in proportion to the facilities made them available*. The finding suggests that the performance of sports hostel players in proportion to the facilities available to them is much better than the performance of sports college players. In the present case, it is justified to conclude that the sports hostel players avail the facilities more positively than the sports college and other non-residential sports persons. This finding is in agreement of the previous study, which has clearly demonstrated that the coaches and administrators felt a great need of sports hostels in the state of Himachal Pradesh (Thakur, 1997).

It is also revealed from table-6 that significant difference existed between administrators and coaches on *salary structure*. This finding suggests that administrators scored higher on salary structure. It can be corroborated by the findings of previous studies which indicate that the coaches and teachers of physical education were not satisfied with their pay structure (Rao, 1966; Thakur, 1997).

Results presented in table 7 revealed that significant difference existed between the mean score of senior administrators and junior administrators on *consultation with administrators while framing sports policies*. This result implies that only few senior administrators are consulted while framing the sports policies. This finding does not support the view point of some other researcher who contended that “It is essential that all staff members, as well as the directors, know the policies which are to serve as guides. Staff fraction often arises because there is a difference of opinion regarding authority and responsibility on accepted procedure” (Ali, 2005).

Significant differences existed in the scores of senior administrators and junior administrators on *promotion policy*. The result suggested that senior administrators scored higher in comparison to their junior counterparts which means that the junior

administrators were not satisfied with the present promotion policy. This discrepancy may be existed because the U.P. Sports Directorate does not have the clear criteria of promotion policy.

The significant difference was found to exist between the scores of senior administrators and junior administrators on *frequency of meeting organized for setting different objectives*. This finding suggest that U.P. Sports Directorate dose not call meetings of administrators frequently to set different objectives. This result does not support the interpretation with regard to the staff meetings. “intelligence is no substitute for accurate information; enthusiasm is no substitute for experience; willingness is no substitute for ability and meeting are no substitute for progress” (Ali, Bhatia & Khan, 2005).

Senior administrators scored significantly higher than junior administrators on *incentives for hard work to coaches and administrators*. The mean score shows that the coaches and administrators do not get proper incentives for their hard work.

The significant difference existed between senior administrators and junior administrators on *evaluation of coaches and administrators through the performance of their trainees*. This finding has suggested that the U.P. Sports Directorate does not have

proper evaluation process of coaches and administrators through the performance of their athletes. It may be pointed out that the present results does not support the statement on evaluation by Neilson and Jensen (1972) who observed that "Evaluation is a process of determining the status of something and of relating that status to some standard in order to make a value judgment".

It is evident from table-7 that senior administrators scored significantly higher than junior administrators on *feeling to be an officer of U.P. Sports Directorate*. Results indicate that only senior administrators have the feeling of such satisfaction.

From table-8, it is evident that the significant differences existed between non-residential and residential sports persons on *monitoring the progress of performance*. Residential sportspersons scored significantly higher than their counterparts. Result indicates that coaches who are imparting coaching to non-residential sports persons are not serious to monitor the progress of performance time to time. This finding is contrary to the definition of sports performance "Sport performance is the unity of execution and result of a sports actions or a complex sequence of action measured or evaluated according to socially determined and agreed norms" (Schnabel & Theiss, 1987 ).

The significant differences existed between residential and non-residential sports persons on *various methods of coaching used by coaches*. This finding suggests that the coaches of sports hostels and sports colleges used the various methods of coaching. This finding supports the statement that “High sports performances through sports training can be achieved by a scientific and systematic use of training method. Training means are various physical exercises and other objects, methods and procedure which are used for the improvement, maintenance and recovery of performance capacity and performance readiness”. (Singh, 1991).

The significant difference existed between the mean scores of residential and non-residential sports persons on *conduct of pre-test before training schedule*. Result suggests that residential sports persons are satisfied with their training schedule. This finding strongly support the conclusion of Singh (1991) who asserted that “Sports training is a scientific and pedagogical process and for best results each and every part, phase and stage of training must be properly planned. As a result in training we have short and long term plans which form the basis of implementation and assessment of training”.

Residential sports persons have scored significantly higher than the non-residential sports person on *maintenance of physical fitness, techno-tactical (skill), academic and attendance record*. This result indicates that the coaches of sports hostels and sports colleges pay more attention towards the maintenance of various records as compared to other coaches.

The significant difference existed between residential and non-residential sports persons on *encouragement received from parents for rigorous training*. Residential sportspersons scored higher than the non-residential sportspersons. The result implies that the residential sportspersons receive strong encouragement from their parents. The finding of the present study also supports the finding of Sawanikannu (1974) who contended that the parents of non-residential sportspersons seemed to me greatly concerned with the academic excellence of their children who believe that the intensive training load may entail considerable effect on the academic pursuits of their wards and then they prevent them for such type of rigorous workouts.

Significant differences existed between administrator, coaches and players on *playing facilities provided by U.P. Sports Directorate*. Result suggests that administrators, coaches and players are satisfied

with playing facilities and sports infrastructure provided by U.P. Sports Directorate. This result also implies that U.P. Sports Directorate has a lot of scope to improve these facilities.

## **CONCLUSIONS**

On the basis of the results obtained from the present investigation, the following conclusions may be drawn.

1. The findings suggest that the U.P. Sports Directorate seems to have great concern about creating largest playing facilities and sports infrastructure in order to create sporting environment for the masses in the state. The findings also suggest that these infrastructure facilities are not being properly maintained. The indoor halls, swimming pools, gymnasium and playing fields are ample in the state but these are in poor condition due to the lack of maintenance.
2. It is observed that a good number of coaches have been employed by the U.P. Sports Directorate for imparting coaching in different games and sports. But the services of other experts such as physiotherapist, sport psychologist, sport physician and dietician etc. are not made available to the trainees. It hampers the speedy progress in the performance due to the want of



scientific support, which is indispensable to excel in competitive sports. It has also been reported that most of the coaches still rely on the traditional methods of coaching and only the coaches of sports hostels found to be result oriented.

3. The results revealed that the equipments provided for training as well as for competition by the U.P. Sports Directorate are not of good quality which may be one of the main reasons that the athletes of U.P. State fail to perform well during national and international competitions.
4. Motivation is considered to be a driving force to the athlete that liberates extra energy while competing. It arouses the athlete to put all efforts to succeed in the given competition. The finding of the present study reveals that the incentives provided by the U.P. Sports Directorate for excellent performance of its athlete at state and national level are insufficient. However, the U.P. Sports Directorate suitably rewards only to those players who secure positions at international competitions.
5. The main aim of establishing residential sports hostels and sports colleges was to nurture the talent under the specialized coaches in order to produce elite sports persons who could bring laurels to the state during national and international

competitions. It is observed that U.P. Sports Directorate has succeed to a very little extent in the achievement of this goal.

6. It is evident that the U.P. Sports Directorate does not hold meetings of administrators very frequently to share the views on policy matters including the development of sports and there is lack of communication between senior administrators and coaches. It is also observed in the results it may be the main cause which hinders the proper implication of sports policy in the state.
7. Evaluation is one of the important measures to get the feedback with regard to the growth and development of performance as well as the various sports policies launched in the state. The investigation has revealed that the U.P. Sports Directorate does not have any system of evaluation with the result the effectiveness of means and method of coaching and the outcome of performance remained ungauged. In the absence of proper feedback their remains uncertainty about the progress of performance as well as the effectiveness of various measures adopted by the U.P. Sports Directorate.

## SUGGESTIONS

On the basis of findings of the present investigation, the following suggestions have been put-forth that may be adopted for ensuring effective functioning of the U.P. Sports Directorate and thus to improve the performance of athletes.

- 1) Efforts should be made to establish a committee to address the existing financial, professional and technical requirements of the U.P. Sport Directorate.
- 2) It is highly demanded to draft a plan to establish a hi-tech sports training institute where the potential athletes of the state should be nurtured under the expertise guidance of physiotherapist, sport physician, sport psychologist, dietician, sport physiologist and sport bio-mechanist, trainer and a group of highly competent and experienced coaches to develop performance of athletes for giving excellent performance at national and international level.
- 3) A special committee should also be appointed to unearth the potential causes for substandard performance of the athletes of sports hostels and sports colleges. The committee should also recommend the corrective measures to be adopted by the U.P.

Sports Directorate for bringing about the desirable improvements in its functioning.

- 4) Provision should be made to employ the reputed and experienced coaches on short-term basis to prepare specifically the athletes of sports hostels and sports colleges for achieving higher performance.
- 5) Frequent refresher courses, clinics and workshops should be organized for updating the coaches with regard to the scientific methods of coaching, rules of the game and other innovations.
- 6) Suitable incentives should be given to those coaches whose athletes bring laurels for the state at national and international competitions. Similar provision should also be made to enhance the amount of cash incentives for outstanding individual and team performance at state and national levels.
- 7) The identification of talent should be based on objective assessment through a system of constant appraisal and screening of performance of the players.
- 8) Efforts should be made to ensure that the diet, provided to sportsmen and women, must have necessary nutritional value to

meet the specific caloric requirements of players for different games and sports.

- 9) Steps should be taken to procure provide quality equipments by the U.P. Sports Directorate for its player and for that separate purchase and monitoring committees should be formed so that the equipments of good quality may be made available for the players at all the centers.
- 10) Efforts should be made to ensure that the existing infrastructure facilities are properly maintained and fully utilized at every center.
- 11) It is also desirable to conduct similar studies by other researchers taking into account some more variables to assess the organizational structure, administrative set-up and the facilities in other states.
- 12) Similar case study should also be undertaken to assess the organizational set-up, administrative frame-work and sports infrastructure of Sports Authority of India the Apex body of sports in the country.

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# *Appendices*

## APPENDIX-I

### QUESTIONNAIRE FOR ADMINISTRATORS

***NOTE:*** Please read each statement carefully and give your response by putting the tick mark (✓) in the most appropriate box provided against each item.

**Q. No.1.** State your opinion about the condition of the following playground counts under your jurisdiction:

S. No.	Name	Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
1.	Football field	( )	( )	( )	( )	( )
2.	Hockey field	( )	( )	( )	( )	( )
3.	Handball ground	( )	( )	( )	( )	( )
4.	Volleyball court	( )	( )	( )	( )	( )
5.	Basketball court	( )	( )	( )	( )	( )
6.	Badminton court	( )	( )	( )	( )	( )
7.	Track and field facilities	( )	( )	( )	( )	( )
8.	Indoor gymnasium	( )	( )	( )	( )	( )
9.	Swimming pool	( )	( )	( )	( )	( )
10.	Cricket ground	( )	( )	( )	( )	( )

**Q. No.2.** How do you feel about the existing criteria of selection of players for sports hostels/ sports colleges?

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.3.** Please specify your extent of satisfaction with the existing procedure of appointment of selectors at State Level.

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.4.** Please specify your extent of satisfaction with the existing procedure of appointment of selectors at Regional Level.

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.5.** Please specify your extent of satisfaction with the existing procedure of appointment of selectors at District Level.

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.6.** To what extent the aims and objectives of U.P. Sports Directorate regarding Sports Hostels in order to develop performance excellence in players have been achieved.

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.7.** To what extent the aims and objectives of U.P. Sports Directorate regarding Sports College in order to develop performance excellence in players have been achieved.

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.8.** Do you feel that the performance of the players of Sports Hostels is in proportion to the facilities provided to them by U.P. Sports Directorate?

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
( )	( )	( )	( )	( )

**Q. No.9.** Do you feel that the performance of the players of Sports Colleges is in proportion to the facilities provided to them by U.P. Sports Directorate?

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
( )	( )	( )	( )	( )

**Q. No.10.** Is there any workshop or refresher course organized by U.P. Sports Directorate to update the experts with the latest development in games/ sports?

Always	Usually	Sometimes	Seldom	Never
( )	( )	( )	( )	( )

**Q. No.11.** To what extent the refresher courses/ workshops prove helpful in improving knowledge and efficiency of these experts?

To great extent	So some extent	To a little extent	To negligible extent	Not at all
( )	( )	( )	( )	( )

**Q. No.12.** Does your higher authorities listen your suggestions at the time of making the sports policies?

Always	Usually	Sometimes	Seldom	Never
( )	( )	( )	( )	( )

**Q. No.13.** Are coaches being consulted at the time of making the sports policies?

Always	Usually	Sometimes	Seldom	Never
( )	( )	( )	( )	( )

**Q. No.14.** What is the level of your satisfaction about the incentives extended to the players by U.P. Sports Directorate on representing at the following levels?

**\*INTERNATIONAL LEVEL**

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**\*NATIONAL LEVEL**

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**\*STATE LEVEL**

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.15.** Do you feel that the services of some other reputed coaches on short-term basis are also essential to improve the performance level of players?

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
( )	( )	( )	( )	( )

**Q. No.16.** State the level of your satisfaction with the coaching facilities provided by U.P. Sports Directorate?

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.17.** Are you satisfied with the quality of equipment provided for practice and competition?

Superior	Above average	Average	Fair	Inferior
( )	( )	( )	( )	( )

**Q. No.18.** To what extent you are satisfied with the number of playing articles provided at your center for regular practice?

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.19.** To what extent you are satisfied with your existing salary structure?

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.20.** To what extent you are satisfied with the existing policy of promotion of employees of your department?

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.21.** Do you get help from other departments whenever you need?

Always	Usually	Sometimes	Seldom	Never
( )	( )	( )	( )	( )

**Q. No.22.** How often does the U.P. Sports Directorate organize meetings of administrators?

Monthly	Quarterly	By yearly	Yearly	Never
( )	( )	( )	( )	( )



**Q. No.23.** Do you think that the meetings are effective and problems are solved?

Always	Usually	Sometimes	Seldom	Never
( )	( )	( )	( )	( )

**Q. No.24.** Do you think that the hard work of coaches and administrators is recognized and rewarded?

Always	Usually	Sometimes	Seldom	Never
( )	( )	( )	( )	( )

**Q. No.25.** Is the performance of coaches and administrators constantly evaluated by the results of their trainees?

Always	Usually	Sometimes	Seldom	Never
( )	( )	( )	( )	( )

**Q. No.26.** Is feedback regularly provided to the players on the basis of systematic performance appraisal?

Always	Usually	Sometimes	Seldom	Never
( )	( )	( )	( )	( )

**Q. No.27.** Does the U.P. Government provide sufficient financial resources to Sports Directorate for achieving set objectives?

Always	Usually	Sometimes	Seldom	Never
( )	( )	( )	( )	( )

**Q. No.28.** To what extent you are satisfied being an officer of U.P. Sports Directorate?

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Personal Information:**

1. Designation: .....
2. Place of work: .....
3. Academic qualification: .....
4. Professional Qualification: .....
5. Area of specialization in Games/ Sports: .....
6. Highest Sports achievement: (Please Tick ✓ )
  - International level ( )
  - National level ( )
  - State level ( )
  - Intervarsity level ( )

## APPENDIX-II

### QUESTIONNAIRE FOR COACHES

**NOTE:** Please read each statement carefully and give your response by putting the tick mark (✓) in the most appropriate box provided against each item.

**Q. No.1.** To what extent you are satisfied with the following facilities provided by U.P. Sports Directorate?

**\*PLAYGROUND FACILITIES**

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**\*TRACK AND FIELD FACILITIES**

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**\*INDOOR FACILITIES**

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.2.** Give your opinion about the frequency of coaching camps organized by U.P. Sports Directorate?

Very frequently	Frequently	Very often	Often	Never
( )	( )	( )	( )	( )

**Q. No.3.** State your opinion about the quality of equipment provided for training sessions?

Excellent	Good	Average	Poor	Very poor
( )	( )	( )	( )	( )

**Q. No.4.** State your opinion about the quality of equipment provided for competition?

Excellent	Good	Average	Poor	Very poor
( )	( )	( )	( )	( )

**Q. No.5.** State your opinion about the quality of diet given to the players during coaching camps?

Excellent	Good	Average	Poor	Very poor
( )	( )	( )	( )	( )

**Q. No.6.** State your opinion about the overall conditions of summer coaching camps?

Excellent	Good	Average	Poor	Very poor
( )	( )	( )	( )	( )

**Q. No.7.** Indicate the overall conditions of pre-competition coaching camps?

Excellent	Good	Average	Poor	Very poor
( )	( )	( )	( )	( )

**Q. No.8.** To what extent you are satisfied with the build-up competitions arranged before main competition?

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.9.** To what extent you are satisfied with the number of playing articles provided for regular practice?

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.10.** Are you satisfied with the performance of your trainees?

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.11.** Do you find the trainees at the coaching center, regular and sincere?

Always	Usually	Sometimes	Seldom	Never
( )	( )	( )	( )	( )

**Q. No.12.** What is the highest level of achievement of most of your trainees?

International level	National level	State level	Intervarsity level	School/ college level
( )	( )	( )	( )	( )

**Q. No.13.** To what extent you are satisfied with the academic performance of your trainees?

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.14.** To what extent you are satisfied with the co-operation of other coaches?

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.15.** What is the level of your satisfaction about the incentives extended to the players by U.P. Sports Directorate on representing at the following levels?

**\*INTERNATIONAL LEVEL**

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**\*NATIONAL LEVEL**

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**\*STATE LEVEL**

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.16.** What is the level of your satisfaction about the criteria of selection of players for sports hostels/ sports colleges?

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.17.** To what extent the aims and objectives of U.P. Sports Directorate regarding the development of performance excellence of the sports hostels players have been achieved.

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.18.** To what extent the aims and objectives of U.P. Sports Directorate regarding the development of performance excellence of sports college players have been achieved.

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.19.** Do you feel that the performance of the players of Sports Hostels is in proportion to the facilities provided to them by U.P. Sports Directorate?

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
( )	( )	( )	( )	( )

**Q. No.20.** Do you feel that the performance of the players of Sports College is in proportion to the facilities provided to them by U.P. Sports Directorate?

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
( )	( )	( )	( )	( )

**Q. No.21.** Is there any workshop or refresher course organized by U.P. Sports Directorate to update the experts with the latest development in games/ sports?

Always	Usually	Sometimes	Seldom	Never
( )	( )	( )	( )	( )

**Q. No.22.** To what extent the refresher courses/ workshops proved to be helpful in improving knowledge and efficiency of the experts?

To great extent	So some extent	To a little extent	To negligible extent	Not at all
( )	( )	( )	( )	( )

**Q. No.23.** Do the coaches get consulted at the time of making the sports policies?

Always	Usually	Sometimes	Seldom	Never
( )	( )	( )	( )	( )

**Q. No.24.** To what extent you are satisfied with your existing salary structure?

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.25.** To what extent you are satisfied with the promotional avenues for the coaches in U.P. Sports Directorate?

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Personal Information:**

4. Designation: .....

5. Place of work: .....

6. Academic qualification: .....

7. Professional Qualification: .....

8. Area of specialization in Games/ Sports: .....

9. Highest Sports achievement: (Please Tick ✓ )

- International level ( )
- National level ( )
- State level ( )
- Intervarsity level ( )

## QUESTIONNAIRE FOR PLAYERS

**NOTE:** Please read each statement carefully and give your response by putting the tick mark (✓) in the most appropriate box provided against each item.

**Q. No.1.** To what extent you are satisfied with the following playing facilities of the Coaching Center?

**\*PLAY FIELDS/ COURTS**

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
(   )	(   )	(   )	(   )	(   )

**\*SWIMMING POOL**

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
(   )	(   )	(   )	(   )	(   )

**\*STANDARD TRACK/ FIELD**

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
(   )	(   )	(   )	(   )	(   )

**\*INDOOR GYMNASIUM**

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
(   )	(   )	(   )	(   )	(   )

**Q. No.2.** State your opinion about the quality of equipment provided for practice and competition by U.P. Sports Directorate to your Coaching Center?

Excellent	Good	Average	Poor	Very poor
(   )	(   )	(   )	(   )	(   )

**Q. No.3.** Do off-season/ summer coaching camps organized by U.P. Sports Directorate.

Always	Usually	Sometimes	Seldom	Never
(   )	(   )	(   )	(   )	(   )

**Q. No.4.** Are you satisfied with the duration of these off-season/ summer coaching camps.

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.5.** Do you feel satisfied with the criteria of selection for these coaching camps?

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.6.** Do coaching camps organized by U.P. Sports Directorate before main competition?

Always	Usually	Sometimes	Seldom	Never
( )	( )	( )	( )	( )

**Q. No.7.** Do you satisfied with the accommodation provided to you at the coaching center?

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.8.** Are you satisfied with the meals served to you in the dining hall?

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.9.** Are you satisfied with the means and methods of coaching used by the coaches?

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.10.** Are you satisfied with the behavior of coaches?

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )



**Q. No.11.** Do you find the coaches helpful and sympathetic to the players?

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.12.** Do the coaches conduct test to monitor progress of performance time to time?

Always	Usually	Sometimes	Seldom	Never
( )	( )	( )	( )	( )

**Q. No.13.** What reason would you single out for drop out of your fellow trainees?

Faulty training	Lack of facilities	Ill behavior of coaches	Bias attitude of coaches	Lack of progress in performance
( )	( )	( )	( )	( )

**Q. No.14.** Do you satisfied with the amount sanctioned as D.A. to the players while participating in a competition in other cities?

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.15.** Do you have the services of the following experts at the center to help the coaches and players?

**\*PHYSIOTHERAPIST**

Always	Usually	Sometimes	Seldom	Never
( )	( )	( )	( )	( )

**\*SPORTS PHYSICIAN**

Always	Usually	Sometimes	Seldom	Never
( )	( )	( )	( )	( )

**\*SPORTS PSYCHOLOGIST**

Always	Usually	Sometimes	Seldom	Never
( )	( )	( )	( )	( )

**\*DIETICIAN**

Always	Usually	Sometimes	Seldom	Never
( )	( )	( )	( )	( )

**\*SPORTS PHYSIOLOGIST**

Always	Usually	Sometimes	Seldom	Never
( )	( )	( )	( )	( )

**Q. No.16.** To what extent you are satisfied with the number of playing articles provided to you for regular practice?

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.17.** Do you think that most of the coaches of U.P. Sports Directorate conduct pre-test before preparing training schedule?

Always	Usually	Sometimes	Seldom	Never
( )	( )	( )	( )	( )

**Q. No.18.** Do the coaches prepare both long-term as well as short term plans for training?

Always	Usually	Sometimes	Seldom	Never
( )	( )	( )	( )	( )

**Q. No.19.** Do the coaches maintain the record of the following?

**\*MEDICAL EXAMINATION RECORD**

Always	Usually	Sometimes	Seldom	Never
( )	( )	( )	( )	( )

**\*PHYSICAL FITNESS RECORD**

Always	Usually	Sometimes	Seldom	Never
( )	( )	( )	( )	( )

**\*TECHNO-TACTICAL (SKILLS) DEVELOPMENT RECORD**

Always	Usually	Sometimes	Seldom	Never
( )	( )	( )	( )	( )

**\*ACADEMIC RECORD**

Always	Usually	Sometimes	Seldom	Never
( )	( )	( )	( )	( )

**\*ATTENDANCE RECORD**

Always	Usually	Sometimes	Seldom	Never
( )	( )	( )	( )	( )

**Q. No.20.** Are you satisfied with the amount of scholarship allocated for winning the first three positions in National competitions?

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.21.** State the nature of issue of the following articles provided to you by the U.P. Sports Directorate when you get selection in state team?

**\*PLAYING KIT**

Free of cost	Half cost	On return basis	Full cost	Not provided
( )	( )	( )	( )	( )

**\*PLAYING EQUIPMENTS**

Free of cost	Half cost	On return basis	Full cost	Not provided
( )	( )	( )	( )	( )

**\*TRACK SUIT**

Free of cost	Half cost	On return basis	Full cost	Not provided
( )	( )	( )	( )	( )

**Q. No.22.** What is your level of satisfaction with the incentives you are provided by U.P. Sports Directorate when you are selected to represent in:

**\*STATE COMPETITION**

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**\*NATIONAL COMPETITION**

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**\*INTERNATIONAL COMPETITION**

Highly Satisfied	Satisfied	Partially Satisfied	Somewhat Dissatisfied	Highly Dissatisfied
( )	( )	( )	( )	( )

**Q. No.23.** Do you feel that the services of some other reputed coaches on short-term basis are also essential to improve the performance level?

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
( )	( )	( )	( )	( )

**Q. No.24.** Does your parents motivate you to play?

Always	Usually	Some times	Seldom	Never
( )	( )	( )	( )	( )

**Q. No.25.** Does you parents financially support you to purchase kit etc?

Always	Usually	Some times	Seldom	Never
( )	( )	( )	( )	( )

**Q. No.26.** Does your parents willfully permit you for rigorous training in your chosen sports/ games?

Always	Usually	Some times	Seldom	Never
( )	( )	( )	( )	( )

**Personal Information:**

1. Name of player: .....
2. Name of sports: .....
3. Present address: .....
4. Highest Sports achievement: (Please Tick ✓ )
  - International level ( )
  - National level ( )
  - State level ( )
  - Intervarsity level ( )